National Library
of Canada

Bibliothèque nationale
du Canada

Canadian Theses Service

Services des thèses canadiennes

Ottawa, Canada
K1A 0N4

CANADIAN THESES

THÈSES CANADIENNES

NOTICE

The quality of this microfiche is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us an inferior photocopy.

Previously copyrighted materials (journal articles, published tests, etc.) are not filmed.

Reproduction in full or in part of this film is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30.

AVIS

La qualité de cette microfiche dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de qualité inférieure.

Les documents qui font déjà l'objet d'un droit d'auteur (articles de revue, examens publiés, etc.) ne sont pas microfilmés.

La reproduction, même partielle, de ce microfilm est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30.

THIS DISSERTATION
HAS BEEN MICROFILMED
EXACTLY AS RECEIVED

LA THÈSE A ÉTÉ
MICROFILMÉE TELLE QUE
NOUS L'AVONS REÇUE

Canada

NL-339 (r.86/06)

THE UNIVERSITY OF ALBERTA

THE EVOLUTION AND DEVELOPMENT OF THE COMMUNITY VOCATIONAL CENTRES PROGRAM: 1960-1985

BY

© HARVEY J. BURKHOLDER

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION IN VOCATIONAL EDUCATION

DEPARTMENT OF INDUSTRIAL AND VOCATIONAL EDUCATION

EDMONTON, ALBERTA

FALL, 1986

Permission has been granted to the National Library of Canada to microfilm this thesis and to lend or sell copies of the film.

The author (copyright owner) has reserved other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without his/her written permission.

L'autorisation a été accordée à la Bibliothèque nationale du Canada de microfilmer cette thèse et de prêter ou de vendre des exemplaires du film.

L'auteur (titulaire du droit d'auteur) se réserve les autres droits de publication; ni la thèse ni de longs extraits de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation écrite.

ISBN 0-315-32343-4

THE UNIVERSITY OF ALBERTA

RELEASE FORM

NAME OF AUTHOR Harvey J. Burkholder

TITLE OF THESIS The Evolution and Development of the Community Vocational Centres Program: 1960-1985

DEGREE FOR WHICH THESIS WAS PRESENTED Master of Education

YEAR THIS DEGREE GRANTED 1986

Permission is hereby granted to THE UNIVERSITY OF ALBERTA LIBRARY to reproduce single copies of this thesis and to lend or sell such copies for private, scholarly or scientific research purposes only.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

(Signed) H J Burkholder

PERMANENT ADDRESS:

Box 718
Slave Lake, Alberta
T0G 2A0

Date September 17, 1986

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "The Evolution and Development of the Community Vocational Centres Program: 1960-1985," submitted by Harvey J. Burkholder, in partial fulfillment of the requirements for the degree of Master of Education.

Clarence V. Preitz
Supervisor

K. Puffer

Date September 17, 1986

ABSTRACT

The major objective of this study was to provide an accurate, complete and chronological description of the evolution and development of the Community Vocational Centres (CVC) Program of Alberta Advanced Education from 1960 to 1985. No single document existed which combined a description of the social, educational, and economic conditions prior to the establishment of Community Vocational Centres with a description of goals and operations.

Collection of data was from several sources. Interviews were conducted with individuals who were intimately involved with the CVC Program at its inception and during its implementation. Most of the information which was collected was obtained from research reports, reports prepared for government departments and agencies concerning the CVC Program agreements, mandate statements, and minutes of meetings that were held.

From the data which were collected, a description of the social, economic, educational and political circumstances in northern Alberta prior to the inception of the CVC Program was included to provide background information to the reader. The text includes a description of some of the events and projects which had a major impact on the establishment and development of the CVC Program. Some of these events or projects include Alberta NewStart, Community Development, "special area" designation of the Lesser Slave Lake area, land tenure, the CVC mandate, expectations of residents of unincorporated communities in north central Alberta, and program ownership by these people.

Goals of the various provincial departments and branches, as well as goals which were established by participants in the CVC Program, were reviewed as they related to the establishment and operation of the CVC Program. Federal and provincial cooperation was also described since funding from both sources affected the development and operation of the CVC Program. The operation of the CVC's as they responded to the educational and socio-economic needs of disadvantaged residents of north central Alberta were described.

How the Community Vocational Centres and the CVC Program operated were described. Included in the description were issues and events related to coordination, supervision, Education Technicians, education committees, the Council of Community Education Committees, instruction, services to students and support services.

Biographical data and data from interviews were analyzed. From these data the achievements of the CVC Program were assessed. The educational and socio-economic environment in the CVC service area were reviewed and assessed along with topics related to community involvement, facilities, supervision, institutional uniqueness, adult education, programs and student support. The assessment included several recommendations.

The research data revealed that the CVC Program was a unique program which involved disadvantaged northerners in all phases of its development and operation and that, in doing so, community residents took responsible pride and ownership of adult education programs. Data further revealed that Community Vocational Centres have a key role to play in cooperative community and regional education in the years following 1985. The study was summarized with a timeline which indicated key events that were related to the evolution and development of the CVC Program from 1960 to 1985. Recommendations resulting from the content of the study were presented as well as suggestions for further study and research.

ACKNOWLEDGEMENTS

Sincere appreciation and gratitude is extended by the author to the thesis supervisor, Dr. C. H. Prietz, who provided encouragement, constructive criticism, enthusiastic support and general direction during the development of this study and the preparation of the consequent manuscript.

The author further wishes to express appreciation to those who served on the thesis committee: Dr. M. Assheton-Smith, Dr. K. Puffer and Mr. H. E. R. Ottley.

Grateful acknowledgement is extended to Dr. V. Nyberg for reviewing the interview instrument and for providing constructive suggestions regarding the content and wording of the instrument.

Special acknowledgement is extended to R. Adam, R. Andersson, Dr. R. Bosetti, N. Gilliat, J. Perry, Dr. S. Souch, S. Villett, F. Williamson and A. Wood for their time and assistance in providing useful information for this study. To community leaders, agency representatives, staff of the Department of Advanced Education and Community Vocational Centres who volunteered information or sources of information for this study, the author wishes to express appreciation.

With the talents and cooperation of the typists, the completion of this study was made possible. Special appreciation is extended to Bev Hanson who began the typing and to Susan Buie who capably completed the rather lengthy task.

Appreciation is extended to K. Gongos, President at the time the study was completed, for his support and encouragement.

TABLE OF CONTENTS

CHAPTER PAGE

I THE PROBLEM. 1

Introduction 1

Statement of the Problem 6

Major Objective. 6

Supporting Objective 6

Need for the Study 7

Limitations. 8

Assumptions. 11

Definition of Terms. 11

Community Vocational Centres 11

Community Vocational Centres (CVC) Program. 12

Education Management Committees (EMC). 13

Community Education Committees (CEC) . 14

Council of Community Education Committees (CCEC). 15

Education Technician 15

Isolated Communities 16

Improvement District 17

Special Area 20

Supervisor 20

Interviewees 21

Data Collection. 22

Instrumentation. 24

Pilot Study. 25

CHAPTER PAGE

Methodology 25

Analysis of Data 27

II SOCIAL, ECONOMIC, EDUCATIONAL AND POLITICAL CIRCUMSTANCES PRIOR TO THE INCEPTION OF THE COMMUNITY VOCATIONAL CENTRES PROGRAM 30

Introduction 30

Educational and Socio-economic Context/Historical Perspective 30

Education 35

Socio-economics 45

Historical Perspective/Political Context 53

Land Ownership 54

Alberta Government 58

Human Resources Development Authority . . 62

Conclusion 70

III THE EVOLUTION OF GOAL STATEMENTS OF THE COMMUNITY VOCATIONAL CENTRES PROGRAM; FEDERAL AND PROVINCIAL COOPERATION IN TECHNICAL AND VOCATIONAL EDUCATION 72

Introduction 72

Department of Regional Economic Expansion (DREE) 73

Human Resources Development Authority (HRDA) 74

Department of Education 78

Alberta Colleges Commission 80

Department of Advanced Education and Manpower 87

CHAPTER PAGE

The Community Vocational Centres (CVC) Institution. 92

Summary. 97

Federal and Provincial Cooperation in Technical and Vocational Education: Historical Overview. 98

Technical and Vocational Training Assistance Act (TVTA) 1960 99

Adult Occupational Training Act (AOTA) 1967 100

Alberta NewStart, Incorporated - 1967. . 101

Canada/Alberta Second Special Area Agreement - 1971 105

Canada-Alberta Subsidiary Agreements . . 107

Conclusion 108

IV OPERATIONAL DETAILS OF THE COMMUNITY VOCATIONAL CENTRES PROGRAM 109

Introduction 109

Coordination 109

Regional Coordination. 111

Regional Management and Coordination . 113

Coordination of Adult Education. . . . 117

Community Vocational Centres Supervision 121

Institutional Status and Tenure. . . . 130

Environment and Conditions Affecting Supervision. 134

Education Technician 144

Training and Employment. 146

Achievements 152

Summary. 154

CHAPTER PAGE

The Education Committees 154
  Education Management Committees (EMC). 156
  Satellite Vocational Centre Committee (SVC Committee). 165
  Community Education Committee (CEC). . 165
Council of Community Education Committees 167
  General Assembly of Education Committees 167
  Council of Community Education Committees (CCEC). 169
Organization, Administration and Finance 173
  Organization 174
  Administration 177
  Finance. 178
Instructional and Program Services . . . 183
  Program Procurement. 186
  Role of the Education Committee. . . . 191
  Role of the Instructor 192
  Programs and Enrollments 195
  Program and Curriculum Development . . 206
Students and Student Services. 210
  Nature of Student Population 211
  Counselling. 215
  Student Achievement. 220
  Student Services 222
Support Services 226
Conclusion 227

CHAPTER PAGE

V ASSESSMENT OF THE ACHIEVEMENTS OF THE COMMUNITY VOCATIONAL CENTRES PROGRAM . . 228

Educational, Social and Economic Environment. 228

Facilities 234

Community Involvement. 236

Institutional Directions 238

Public Relations 240

Institutional Supervision. 241

Staffing 244

Safety 244

Students and Student Services. 244

Nature and Uniqueness of CVC's 247

Programs 251

Support to Programs and Training 253

Adult Education and Training in Northern Alberta (AETNA) 255

Review 263

Conclusion 267

VI SUMMARY AND RECOMMENDATIONS. 268

Timeline 269

Recommendations. 280

Mandate and Role 281

Development of Community 282

Governance 283

Service Area 285

Student Sponsorship. 285

CHAPTER PAGE

Student Services 286

Cooperative Community Education. . . . 287

Student Accommodations 288

Staff Accommodations 289

Facilities 289

Programs 291

Distance Delivery. 292

Learning Resources 293

Administrative Support Services. . . . 294

Institutional Supervision. 295

Institutional Name Change. 295

Public Awareness 296

Further Research 297

Researcher's Observations. 301

Conclusion 301

BIBLIOGRAPHY. 303

APPENDIX A INTERVIEW SCHEDULE 319

APPENDIX B GUIDELINES FOR THE CANADA NEWSTART PROGRAM AND ALBERTA NEWSTART INC. . . 325

APPENDIX C PROPOSED HRDA PROGRAMS FOR THE LESSER SLAVE LAKE AREA 347

APPENDIX D COPY OF HRDA LETTER TO DEPARTMENT OF EDUCATION REGARDING FUNDING 352

APPENDIX E COPY OF FIRST LESSER SLAVE LAKE SPECIAL AREA AGREEMENT 355

APPENDIX F COPY OF SECOND LESSER SLAVE LAKE SPECIAL AREA AGREEMENT 368

APPENDIX G BUDGET ESTIMATED FOR THE LESSER SLAVE LAKE SPECIAL AREA. 409

CHAPTER PAGE

APPENDIX H COPY OF CANADA-ALBERTA SUBSIDIARY AGREEMENT: 1975 413

APPENDIX I JOB DESCRIPTION OF VOCATIONAL TRAINING COORDINATOR: 1970 425

APPENDIX J JOB DESCRIPTION OF CVC SUPERVISOR. . . 428

APPENDIX K PROPOSED WAGE SCALE AND ROLE DEFINITION FOR EDUCATION TECHNICIAN . 432

APPENDIX L EDUCATION COMMITTEE PROCEDURES: 1973 438

APPENDIX M GUIDELINES FOR EDUCATION COMMITTEES: 1985 447

APPENDIX N TERMS OF REFERENCE FOR THE COUNCIL OF COMMUNITY EDUCATION COMMITTEES 451

APPENDIX O CVC ORGANIZATIONAL CHART: 1985. . . . 456

APPENDIX P SAMPLE COMMUNITY EDUCATION BUDGET SUMMARY SHEET: 1976. 462

APPENDIX Q TYPICAL DUTIES OF INSTRUCTORS: 1970'S 464

APPENDIX R PROGRAM PROCEDURAL GUIDELINES. 468

APPENDIX S COPY OF TENTIVAN PROPOSAL FOR MOBILE TRAINING UNITS: 1976 475

APPENDIX T CREDIT AND NON-CREDIT PROGRAMS OFFERED BY COMMUNITY VOCATIONAL CENTRES: 1985 485

APPENDIX U RECOMMENDATIONS OF CVC VISITING COMMITTEE AND ACTIONS TAKEN: 1980 493

APPENDIX V ANTICIPATED TRAINING ACTIVITIES FOR THE LESSER SLAVE LAKE AREA: 1971 . . . 503

APPENDIX W COPIES OF DECISION RECORDS OF THE LIAISON COMMITTEE FOR THE LESSER SLAVE LAKE SPECIAL AREA. 506

APPENDIX X SUMMARY OF PROGRAMS IN THE LESSER SLAVE LAKE AREA FUNDED UNDER THE DREE AGREEMENT. 511

APPENDIX Y DESCRIPTION OF THE CVC PROGRAM AND ITS ROLE - WRITTEN IN CREE SYLLABICS . . . 515

VITA. 521

LIST OF TABLES

TABLE PAGE

1 Population 5 Years of Age and Over Not Attending School 37

2 Educational Level of Native Adults; C.D. 15, 1961 38

3 Percent of Students Leaving School by Highest Grade Attended 40

4 Furnishings for Houses in C.D. 12, C.D. 15, and the Province 49

5 Employment Statistics for Treaty Indians in Northern Alberta, 1969 51

6 Average Annual Incomes for Canada, Alberta, and C.D. 12 in 1963. 51

7 Departmental Administration of Community Vocational Centres by Year 89

8 Budget Estimates for Adult Education Projects in the Lesser Slave Lake Special Area: 1970 to 1974 117

9 General Access Roads to Communities with Community Vocational Centres Programming for 1971 and 1985 137

10 Comparison of Telephone Services in Communities Served by Community Vocational Centres 138

11 Comparison of Land Travel and Air Travel from Slave Lake to Communities Served by Community Vocational Centres. 142

12 Full Time Equivalent Staff Community Vocational Centres Program: 1975-1985. . . . 177

13 Community Vocational Centres Program Expenditures 1976-1985 182

14 Community Vocational Centres Facilities at Program Inception and in 1985. 189

15 Methods of Heating the Community Vocational Centres. 195

TABLE PAGE

16 Communities in Which the CVC Program was Active by Academic Year. 209

17 Vocational Preparation Training Needs as Perceived by CVC Students in 1974-75 213

18 Percent of CVC Students Enrolled in Full Time Programs by Year and by Sex 214

19 Full Time Credit Program Registrations and Enrollments Community Vocational Centres 1971 to 1975 215

20 Percent of CVC Students by Age Attending Full Time Programs: 1974-75 216

21 Occupational Status of Students at Entry into CVC Vocational Preparation Programs for 1974-75. 217

22 Sponsorship of Students for 1974-75. 218

23 Comparison of Grade 10 Subjects Successfully Completed by CVC Students 1973-74, 1978-79, and 1984-85. 223

24 Comparison of Grade 11 Subjects Successfully Completed by CVC Students 1973-74, 1978-79, and 1984-85. 224

25 Comparison of Grade 12 Subjects Successfully Completed by CVC Students 1973-74, 1978-79, and 1984-85. 225

26 Reasons Students Left CVC's Based on Follow-up Study 1979 226

LIST OF FIGURES

FIGURE		PAGE
1	Communities Served by Alberta NewStart. . . .	3
2	Community Vocational Centres in Improvement District 17 since 1976.	10
3	Improvement Districts in North Central Alberta Prior to 1969	18
4	Lesser Slave Lake Special Area in Alberta . .	19
5	Relative Location of Improvement District 124	33
6	Census Division 12.	34
7	Census Divisions 12 and 15.	36
8	Administrative Structure of the Lesser Slave Lake Special Area Program	114
9	CVC Organizational Chart: 1974.	128
10	CVC Organizational Chart: 1985.	129
11	Communities Served by the Community Vocational Centres.	136
12	Community Budget Form	161
13	General Organization of the Community Vocational Centres.	176
14	Organizational Chart - Department of Advanced Education: 1973.	179
15	Organizational Chart - Department of Advanced Education and Manpower: 1978.	180
16	Organizational Chart - Department of Advanced Education and Manpower: 1981.	181
17	CVC Service Area.	187
18	CVC Educational Plan.	193
19	Tentivan.	203

Chapter I

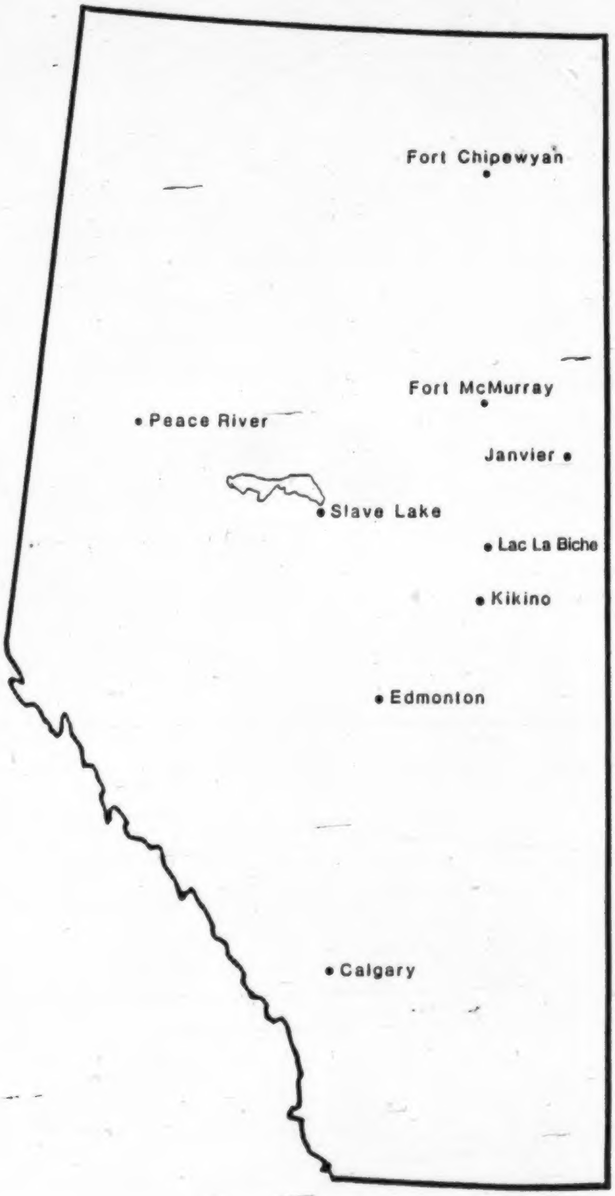
The Problem

Introduction

During the 1960's in northern Alberta numerous investigations which were directed toward the socio-economic and educational needs of the residents of northwestern and north central Alberta were conducted by members of the academic community and employees of both the provincial and federal governments. Among those who conducted research were: Card, Hirabayashi and French (1963), Northern Alberta Development Council (1966), the Federal Department of Regional Economic Expansion (1969), the Human Resources Development Authority (1969), Alberta Department of Education (1970) and the Alberta Department of Municipal Affairs (1970).

Since 1960, Northland School Division was responsible for providing educational facilities and programs to a number of remote communities in this area of the province. These programs provided local educational opportunities at the elementary school level and the junior high school level, but rarely offered senior high school programs for students in these communities. Most students who wanted to complete a high school education had one of two choices, either leave the community and their immediate family or forego that education and remain at home. For young people living in isolated communities who elected to leave home and live elsewhere to complete their education, this was often a traumatic experience. Another anomoly that existed among these communities was the fact that there was little economic development in the majority of these northern remote communities of the province. To further complicate matters, there were few educational opportunities for the adults to upgrade their academic qualifications. Educators as well as civil servants of both the provincial and federal governments were aware of these facts.

In 1970, the federal Department of Regional Economic Expansion (DREE) received a mandate through legislation to provide developmental resources for educationally and socio-economically disadvantaged areas in Canada. Authorities from the various provincial departments concerned with human resources development in northern Alberta, in consultation with leaders from this area, arranged with officials from DREE for funds to support regional development. As a result of this arrangement, the Alberta NewStart project was designed (1) to respond to rural and isolated community needs and (2) to provide preparatory training for adults who were expected to leave these communities for larger centres for job training. (Hubert, 1977) (See Appendix B, page 325, for additional information of the Alberta NewStart Program.) One program which evolved from Alberta NewStart was the Community Vocational Centres Program. This program provided support for locally-based vocational preparation and training for indigenous people, local involvement in decision making related to adult


Fort Chipewyan
Fort McMurray
Peace River
Janvier
Slave Lake
Lac La Biche
Kikino
Edmonton
Calgary

LEGEND: 1 - NewStart research centre

2 - NewStart training centre

Figure 1. Communities served by Alberta NewStart - Lac La Biche, Fort Chipewvan, Janvier and Kikino.

education programs, and support for local employment. (Andersson, 1977)

Many of northern Alberta's difficulties and problems that were identified in the studies conducted by researchers of the 1960's were addressed through the operations of programs such as Alberta NewStart and the Community Vocational Centres. The experience gained from Alberta NewStart in such communities as Fort Chipewyan, Janvier and Kikino (as shown in Figure 1, page 3) proved the importance for individualizing basic education programs, for developing coping skills, and for developing communities through community involvement. Further Education Councils had substantiated the value of local and regional advisory committees and their input to non-credit programming in the areas which were more populated than the remote commuities in northern Alberta. The Community Vocational Centres (CVC's) helped to operationalize community involvement in adult education - a need which grew out of the Alberta NewStart project.

After completing the educational programs offered by Community Vocational Centres, it was found that northern adults increased their general educational levels. As a result of their educational improvement, either dependence of these adults on a single industry (e.g. forest products) or social welfare diminished. Also, former social assistance recipients have become tax paying citizens thus providing these individuals with the opportunity to pursue community-oriented volunteerism during their free time. Employment opportunities have increased for locally-selected education technicians, part-time secretaries, caretakers, and van drivers with management input from locally elected committees. Local educational and vocational opportunities resulted in upward social mobility for some of the population and for others the acquisition of a job, increased living standards, and the development of local leadership.

To provide these educational opportunities, there were as many as twenty-two CVC's operating as part of the program in a given year with more than thirty communities experiencing the CVC program to some degree throughout the fifteen year period from 1970-71to 1984-85. Program records for the 1980-81 academic year indicate that in addition to basic education and credit courses that were offered upon request, approximately fifteen different programs were made available. These programs helped to contribute to the employability and leadership skills of approximately 500 adult students in Improvement District 17 during that academic year of 1980-81 and approximately 2,000 adult students in 1984-85. CVC records further indicate that approximately 65 programs were requested and delivered - 14 credit programs involving over 53 courses and 51 different non-credit programs.

The testimony of the intrinsic benefit of the CVC to the citizens of the community, while not documented in the written records, is on the lips of the majority of community members where a sustained educational program continued to operate. Many adults in these communities, prior to 1971, were described as shy, withdrawn, and reluctant to speak out; they became energetic, vocal, and productive community participants and it is legend in the communities that this occurred because of their participation in the CVC Program.

Although the program of Community Vocational Centres has been in existence since 1971, approximately fifteen years, the evolution and the development of these centres has neither been researched, described or documented in the educational literature.

Statement of the Problem

The purpose of this study was to describe the evolution and development of the Community Vocational Centres Program for the period of time from 1960 to 1985.

Major Objective

The major objective of this descriptive study was to provide an accurate, complete and chronological account of the evolution and development of the Community Vocational Centres Program from 1960 to 1985.

Supporting Objectives

The following supporting objectives were established to give support to both the research problem and major objective previously stated. These supporting objectives were:

1. To describe the socio-economic conditions that existed in north central Alberta during the 1960's which was prior to the establishment of the

Community Vocational Centres Program by the Department of Education.

2. To describe the role community participants had and still have in:
   a. planning, delivering, and assessing adult education programs that are used in preparing adults for further training, for employment, for leadership, and for personal development.
3. To describe the role that the provincial and federal governments had in facilitating the Community Vocational Centres program and its predecessor, Alberta NewStart, so that the program objectives could be achieved.
4. To describe the past educational achievements of the Community Vocational Centres.

Need for the Study

Consolidated and detailed information about the evolution and development of the Community Vocational Centres Program - a program with a service area of approximately seventy thousand square kilometres - is not currently available in a single location. Published documents and other print materials about this program available from the federal government, the provincial government, or institutional reports are extremely scarce and difficult to locate. When located, there is little in most of these documents which readily conveys to the reader the developmental and operational processes that describe in detail the Community Vocational Centres (CVC) Program from 1971 to 1985.

The program by design, in the past, has operated with a relatively and purposefully low profile when compared to the significance of its contribution to northern adult education. There are an increasing number of individuals, agencies, departments, and institutions as well as educational researchers who request descriptive information about the CVC Program. A written description of the evolution and current status of the Community Vocational Centres and their programs until 1985 that would consolidate available existing information into a single publication would help to alleviate the paucity of information that is currently accessible on these centres. The need for such a publication is long overdue. The results of this study should help to satisfy this need.

The information resulting from this study could be used by instructors, program and curriculum planners, historians, students, researchers, and community leaders when they conduct research that is directed at Community Vocational Centres or when these individuals wish to learn the role that these centres had in the development of human resources in northern Alberta.

Limitations

The descriptive study had as a major requirement that the researcher located primary source materials in the form of reports, publicity materials and minutes of meetings that were available on the evolution and development of the CVC Program. There was the possibility that some of the materials that were prepared may not have been available to the researcher or that some may have become lost over time. This may be considered a limitation of the study.

A related limitation that must be considered is the accuracy of data that may appear in the printed materials and that was made available to the researcher by the various agencies that were involved in the CVC program.

The geographical boundaries, like the educational program, were expanded or contracted as the CVC Program evolved to its status at the time of the study. The early service area for the CVC's was first designated by DREE and included the special area from Blue Ridge in the south to Chipewyan Lakes in the north as well as the community of Grande Cache.

Later these boundaries were extended to include the Mackenzie North region. Subsequently, the boundaries of Improvement District 17 (Figure 2, page 10) became the primary service area of the CVC program. This shifting of boundaries may be considered by some a limiting factor of the study.

Another limitation which impacted on this investigation was the minimal amount of formal literature that was either published or written on the evolution and development of Alberta's CVC Program. This lack of reference material must certainly be considered a limitation.

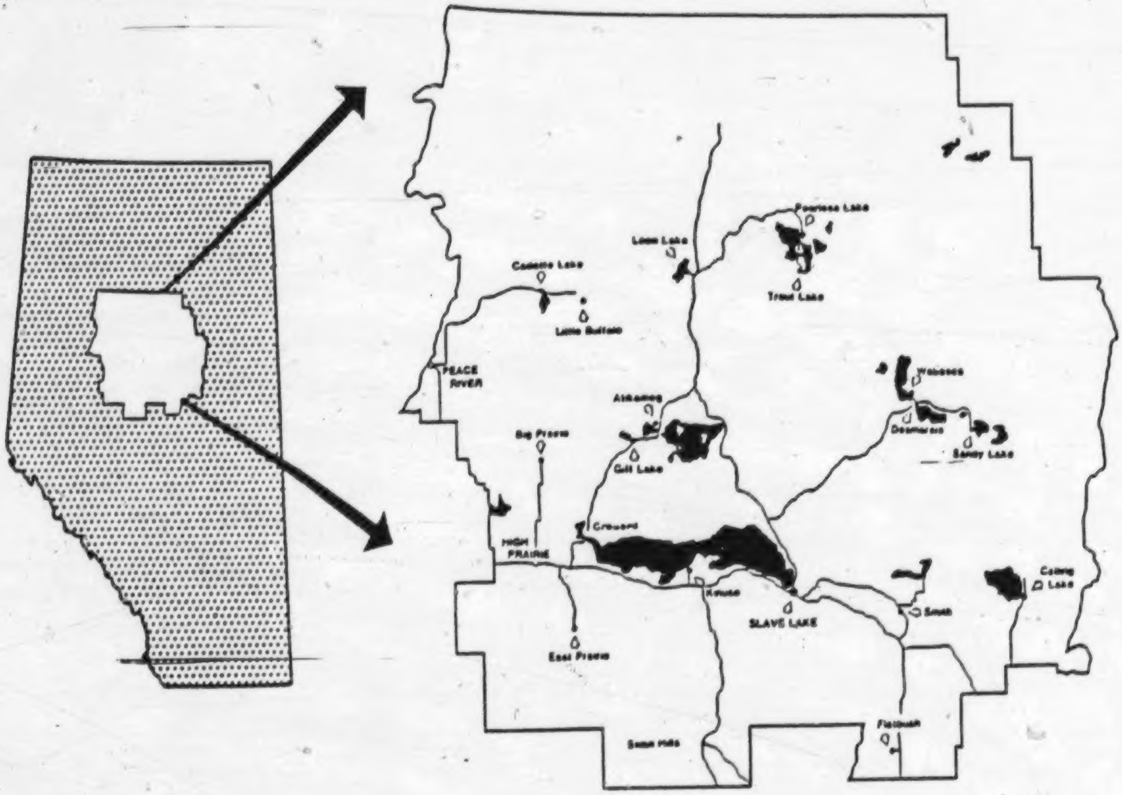

Peerless Lake
Loon Lake
Cadotte Lake
Trout Lake
Little Buffalo
PEACE RIVER
Wabasca
Atikameg
Desmarais
Big Prairie
Sandy Lake
Gift Lake
Grouard
HIGH PRAIRIE
Calling Lake
Kinuso
Smith
SLAVE LAKE
East Prairie
Flatbush
Swan Hills

Figure 2. Community Vocational Centres in Improvement District 17 since 1976. (From Community Vocational Centres - Educational Media Services)

Assumptions

The following assumptions applied to this investigation.

It was assumed that the information and data which appeared in the printed materials released by participating agencies contained an accurate recording of events as they occurred and that these events were significant at the time that these materials were prepared. This assumption is closely related to the validity of published information released by individuals, agencies, or institutions. One authority who cautioned education researchers conducting descriptive research using printed materials was Van Dalen (1962) when he wrote "Printed and written materials are not necessarily accurate" (p. 190).

It was assumed that information provided by those interviewed was frank, candid, without bias and as accurate as the individuals could recall.

Definition of Terms

The following definitions apply to this particular study and will be used operationally throughout this report. These definitions were selected by the researcher to provide the reader with an explanation of the terms that are consistently used.

Community Vocational Centres

Card (1975) was the first author to provide a definition of the term Community Vocational Centres (CVC's). In defining the term, Community Vocational Centre, Card indicated it is "a name typically given to a locally-managed adult education enterprise in an isolated or frontier Alberta community where a large proportion of the population are of native Canadian ancestry" (p. 168).

In an unpublished report of Alberta Advanced Education, The CVC Institutional Evaluation (1979), the operational and organizational aspects for a Community Vocational Centre were described in this way:

> a group of locally selected and responsible adults who organize opportunities for larger groups of local residents at appropriately appointed times at a locally available premise to gain instruction in a given subject deemed by this local committee as a priority for the people of the community at that time. (p. 2)

For the purpose of this study, the definition for a CVC given by Card was accepted.

Community Vocational Centres (CVC) Program

The CVC's officially came into existence when they were given ministerial approval on May 14, 1971, by the Honorable R. Clark, Minister of Education of the province. Within a year the administrative and financial authority for the CVC's was transferred from the Department of Education to Alberta Advanced Education. (This transfer will be explained in detail in a subsequent chapter.) As of 1982, the program gained institutional status under the Field Services Division of Advanced Education which has provided direction to the program, monitored the program, as well as providing, on request, educational and financial support services for adults in communities that are primarily located in

Improvement District 17. The program in CVC's is educational and is non-capital intensive per se. There are no school buildings or classrooms that are owned by the program. The five buildings that were built as a result of provincial grants from the federal government's Department of Regional Economic Expansion (Cadotte Lake, Calling Lake, Trout Lake, Loon Lake and Peerless Lake) and one purchased doublewide trailer for Little Buffalo were claimed by Alberta Housing Corporation and were again turned over to the CVC program for use in those communities. (Andersson, 1983) Community-owned buildings are leased by the CVC program for classroom space. During the mid 1980's, Alberta Public Works Supplies and Services has been gradually assuming rental contracts for classrooms. As of the summer of 1984, Alberta Public Works was renting space in Wabasca, Slave Lake, and Smith. Swan Hills and Loon Lake facilities were to follow as were facilities for Trout Lake, Calling Lake, Peerless Lake and Cadotte Lake. (CVC records, July, 1984)

Locally elected community members, agency representatives, and government employees all participate in the planning, decision making, delivery, and assessment processes of the educational program. Each committee makes a significant contribution by participating in local needs assessments as these needs relate to education, adult education management, operations, and evaluation of the program.

Education Management Committee (EMC)

This Committee is elected by adult voters locally each year by and from the resident adult population to serve as liaison between community members and the supervisor of the CVC Program. Notice of meeting for the purpose of committee election is given at least two weeks prior to the meeting. In some cases, the committee is appointed from existing elected organizations such as community associations or band councils. The Committee is involved in such activities as conducting educational needs assessments, setting priorities within budgetary constraints, arranging for facilities, interviewing instructors and conducting the day-to-day management and operation of the centre within departmental and program guidelines. Essentially Education Management Committees have been operational in unincorporated communities of northern Alberta. This term was used prior to May 30, 1981, when it was changed to Community Education Committee. (CVC records, 1981)

Community Education Committee (CEC)

The Community Education Committee (CEC) which is similar to the EMC, is locally elected or it is appointed from locally elected groups. The CEC functions in a similar manner as the Education Management Committee did with the exception that a CEC can function in either an unincorporated or in an incorporated community within the service area of the CVC's. The change of name (from Education Management Committee to Community Education Committee) actually took place in June, 1981. The rationale behind the name change was to generalize the identity given to all types of adult education committees providing input, local adult education management, and advice to the CVC Supervisor(President). How this title evolved will be covered in a subsequent chapter.

Council of Community Education Committees (CCEC)

Each Community Education Committee in the service area of the CVC's has one representative on the Council of Community Education Committees (CCEC). This representative has voice and vote on the Council. The CCEC provides advice to the President of the CVC's on adult educational matters which are of general and common concern to communities in the service area. This Council evolved from the general assembly of all education committees. Initially, the general assembly was conceived as a forum to provide for discussion of educational and related community issues. Difficulties, however, occurred in obtaining suitable space for meetings, obtaining appropriate funding, and in meeting agenda goals. The formation of the CCEC helped resolve these difficulties and also helped to establish regular meetings of the committees that comprised the general assembly. The Council meets once a month at Slave Lake and each meeting is chaired by an elected community representative from the service area.

Education Technician

An Education Technician was a resident of northern Alberta who graduated from a one year training program offered at AVC Grouard between 1970 and 1975. An Education Technician provided instruction in basic literacy to the level of grade nine at a Community Vocational Centre or at the Alberta Vocational Centre located at Grouard. Because the Education Technician was bilingual (Cree and English), it was possible to provide liaison with the local adult Education Management Committee and representatives of the Department of Advanced Education. The Education Technician employed at a CVC was responsible for: operating the CVC in compliance with directives from the CVC support staff and the Education Management Committee, instructional duties related to academic upgrading, pre-employment counselling, record keeping and reporting, and behavior conducive to the preservation of a positive atmosphere for learning.

Isolated Communities

Prior to the establishment of the CVC's, there were numerous unincorporated communities north of Lesser Slave Lake that had no legal status. All of these communities were included in the area for which DREE funding was received. Mansell (1970), in a study conducted for the Human Resources Development Authority, gave a definition for the term "isolated community". A community was considered to be isolated if it had one or more of the following characteristics:

1. A community may be geographically isolated because it is accessible by:
   a. water only.
   b. air only.
   c. truck or all terrain vehicle only.
   d. in winter only.

2. It may be isolated economically in that:
   a. family incomes are less than $3,000 per annum.
   b. the community population ranges between 80 and 1,000 persons according to 1966 census.

> 3. It may be isolated culturally and socially in that:
>   a. communications with the larger social organization such as the Province or Canada are difficult or impossible.
>   b. standards of health care, education and the general well-being are substantially lower than those of the dominant culture.
>   c. in short, there is a failure to benefit materially and culturally from the achievement of the dominant society; an inability to enter into the social, cultural, and economic mainstream of Alberta life. (p.29)

Examples of "isolated communities" included Chipewyan Lakes, Peerless Lake, Trout Lake and Loon Lake.

Representatives from isolated communities formed an Isolated Communities Advisory Board which provided advice to government agencies on such matters as recreation, education and social services. In several communities, Isolated Communities Board members were drawn from the existing Education Management Committees. (Card, 1975)

Improvement District

If a region is considered to be underdeveloped and does not have a sufficient tax base to support municipal services, the province may subsidize the region and provide administrative services. The Alberta Department of Municipal Affairs oversees the government and administration of a region known as an Improvement District (I.D.). District boundaries have been relocated and district numbers have changed as economic circumstances changed. (Figure 3, page 18) At the inception of the CVC program, CVC's were based on 1969 boundaries, in I.D. 125 (Sturgeon Lake), I.D. 144 (Chipewyan Lakes), I.D. 111 (Grande Cache), I.D. 128 (Wabasca) and I.D. 124 (Slave

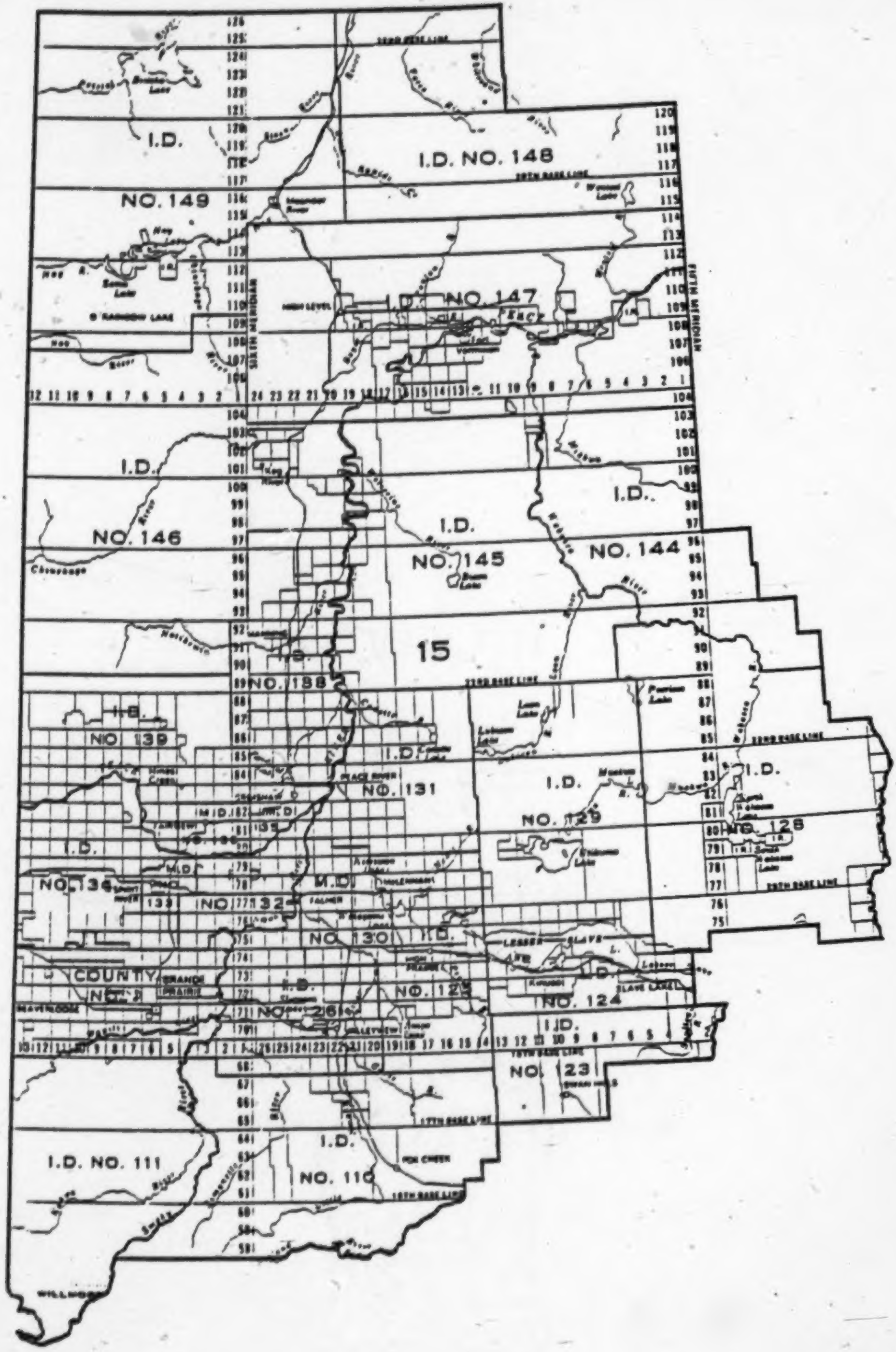

I.D.
NO. 149
I.D. NO. 148
I.D. NO. 147
I.D.
NO. 146
I.D.
NO. 145
I.D.
NO. 144
15
NO. 138
I.D.
NO. 139
I.D.
NO. 131
I.D.
NO. 129
I.D.
NO. 128
I.D.
NO. 136
M.D.
NO. 132
NO. 130
I.D.
COUNTY
NO. 1
NO. 125
I.D.
NO. 124
I.D.
NO. 123
I.D. NO. 111
I.D.
NO. 110
HIGH LEVEL
PEACE RIVER
FALHER
GRANDE PRAIRIE
FOX CREEK
SWAN HILLS
LESSER SLAVE L.
SIXTH MERIDIAN
FIFTH MERIDIAN

Figure 3. Improvement districts in north central Alberta prior to 1969. (From The B-15 Plan by Human Resources Development Authority, 1969)

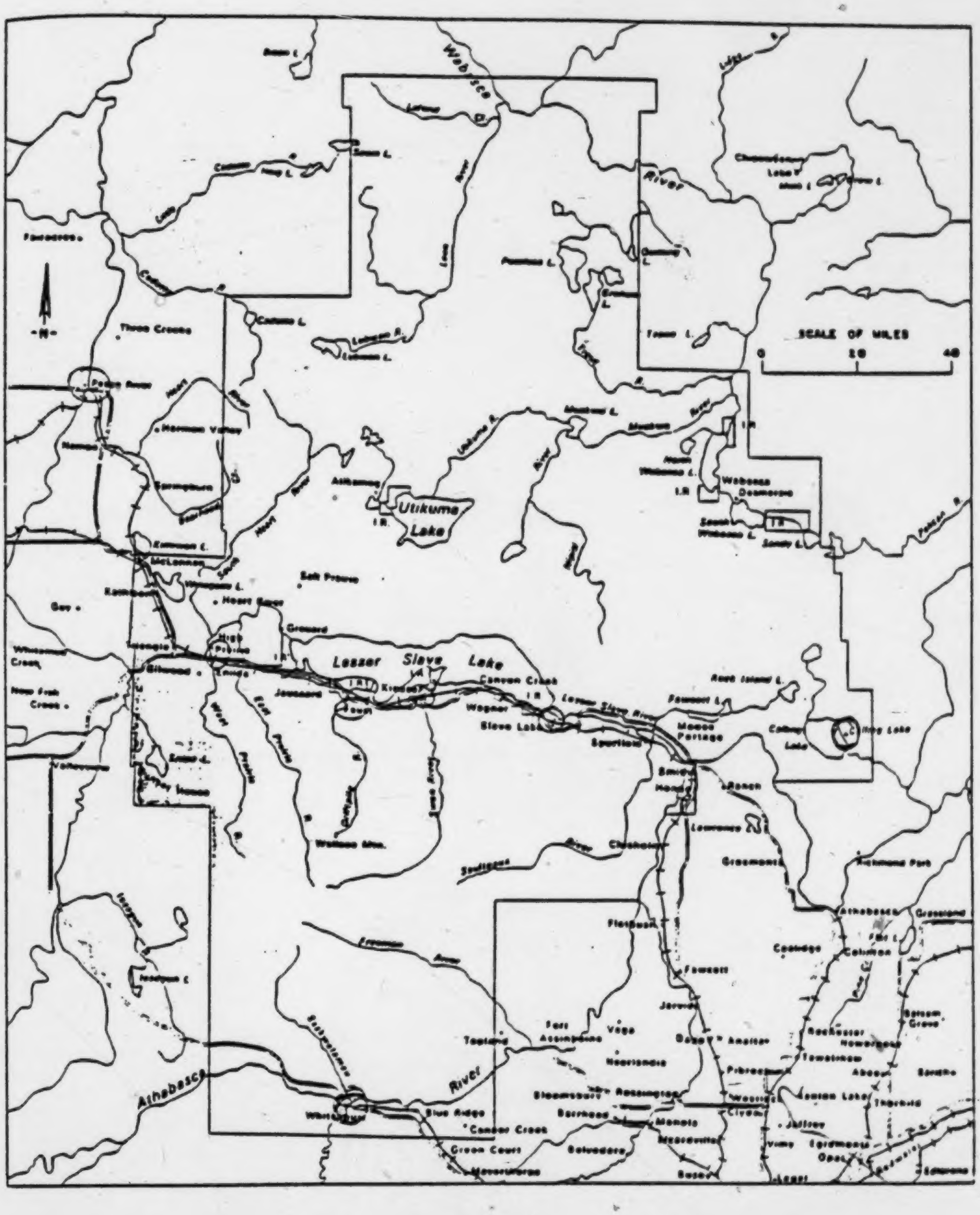

Wabasca R.
River
Utikuma Lake
Utikuma R.
Three Creeks
Peace River
Harmon Valley
Nampa
McLennan
Salt Prairie
Heart River
Grouard
High Prairie
Enilda
Joussard
Lesser Slave Lake
Kinuso
Faust
Canyon Creek
Wagner
Slave Lake
I.R.
Lesser Slave River
Mosse Portage
Smith
Hondo
Wabasca
Desmarais
Sandy L.
Calling Lake
Lawrence
Chisholm
Richmond Park
Athabasca
Colinton
Fawcett
Jarvie
Westlock
Clyde
Whitecourt
Blue Ridge
Green Court
Athabasca
River
SCALE OF MILES
0
20
40
N

Figure 4. Lesser Slave Lake Special Area in Alberta. Outlined in heavy lines. (From Federal Department of Regional Expansion. First Canada/Alberta Lesser Slave Lake Special Area Agreement, 1970, page 1)

Lake). As of 1984, the primary service area included communities in I.D. 17 as shown in Figure 2, page 10.

Special Area

An area of approximately 100,000 km^2 and having a population of approximately 25,000 in the Lesser Slave Lake region and surrounding area was known as the "special area". This area was identified by the Human Resources Development Authority (HRDA) of the province in 1968 as having people who were acutely disadvantaged. The area was bordered by Blue Ridge to the south, Chipewyan Lakes to the north (Chipewyan Lakes was not included within the boundaries but did benefit from the resources provided by the agreement), the Athabasca River to the east, and McLennan to the west (Figure 4, page 19).

A federal/provincial agreement was signed and in April, 1970. The area, designated a special area, thus began the long-term process of economic and social expansion of the Lesser Slave Lake area. In a report by HRDA (1972) mention is made that the:

> Lesser Slave Lake Special Area Program was carried out in accordance with the Canada/Alberta Second Special Area Agreement. It was administered by the Federal Department of Regional Economic Expansion and the Provincial Human Resources Development Authority. The program is a comprehensive approach to solving the socio-economic problems of the people in the Lesser Slave Lake region. (p. 1)

Supervisor

The title of the chief executive officer of the CVC's was Supervisor until the early 1980's after which the title of President was used. This was in keeping with the practice of using the title of President for chief executive officers of the other Provincially Administered Institutions. The terms Supervisor and President will be used synonymously throughout this study. Dr. B. Y. Card, who conducted a number of research studies in the CVC service area, preferred to use the term Community Education Coordinator in place of either of the terms Supervisor or President and used the acronym CEC in describing this position.

Interviewees

The interviewees of this study were those individuals who were either knowledgeable or intimately involved with the CVC Program from its inception to its implementation and to its current status as part of the non-university post-secondary education delivery system of Alberta Advanced Education. Among those individuals that were selected to be interviewed were: Messers. Rudy Andersson, former Supervisor of the Program; Neil Gilliat, Human Resource Coordinator, (a branch of the Human Resources Development Authority, Alberta - the CVC program in its early days was one of the projects coordinated by Mr. Gilliat); Jack Perry, former Department of Education Coordinator of Technical and Vocational Education for Northwestern Alberta - a key person in promoting community involvement in adult education; Reg Adam, DREE's representative to the Lesser Slave Lake region; Fred Williamson, Director of Technical/Vocational Program

Services in 1971-72; Reno Bosetti, Director of Program Services at the time Community Vocational Centres were established; Syl Villett, Assistant Director of Vocational Training at the time of the inception of the CVC Program; Arthur Wood, who was a social worker in the Lesser Slave Lake area prior to the CVC Program, was associated with HRDA and was Acting President of Community Vocational Centres 1973-75; and Stan Souch, Assistant Deputy Minister of Field Services Division to whom the CVC Supervisor reported following the close down of the Regional Service Units in 1975.

These individuals were selected because of their availability and because of their knowledge of the forces that helped in the evolution and implementation of the CVC Program.

Data Collection

To collect data for this study, primary sources were reviewed and analyzed for information relative to the investigation. Among these sources were research reports directed at the Community Vocational Centres as well as reports that were prepared for or by either the provincial government or the federal government. These types of reports were found to have been written for Alberta Education, Alberta Advanced Education and Manpower, Northern Alberta Development Council, Alberta Advanced Education, and the Human Resources Development Authority as well as the Community Vocational Centres. A number of these reports were prepared for the Department of Regional Economic Expansion.

In addition to the above sources, the minutes of meetings that were held and mandate statements directed at the CVC Program were reviewed. This review was conducted keeping the caution given by Van Dalen (1962) to procedures about the accuracy of printed and written material. This authority on research procedures wrote:

> Printed and written materials are not necessarily accurate. Sometimes clerks make errors in recording information; committee members conceal their real convictions when writing reports; official records are altered or slanted to give a better picture of conditions than actually exists; different types of data are classified under the same category by various institutions; . . . personal documents such as diaries, autobiographies, or letters are forgeries or attributed to the wrong author. (p. 194)

In using these data sources, it was assumed by the researcher that the information contained in the primary sources, the minutes of meetings, and mandate statements that were reviewed from agencies of both the provincial and federal levels of government were authentic and valid. Various sources of data were checked for consistancy in order to reduce the number of possible errors.

Additional information was collected through a structured interview with individuals who are presently involved or who had been involved with the development of Community Vocational Centres in north central Alberta. How these interviews were conducted is described in a subsequent section.

Instrumentation

From a review of the standard textbooks on instrument design, the researcher decided that a schedule of questions would be needed to help structure the interview with participants who were selected to be involved in the study. The eleven questions of the interview schedule centred on the major and supplementary theme of the research and included:

1. circumstances giving rise to the inception of the Community Vocational Centres,
2. goals and objectives of the program,
3. organization,
4. human, physical and fiscal resources contributing to the operation of the CVC Program,
5. processes of planning, budgetting, assessment and evaluation,
6. short range and long range planning,
7. student and committee services provided,
8. instructional services,
9. type of clientele served,
10. establishment and maintenance of communications, and
11. evaluation procedures.

Other purposes of the review of texts on instrument design were for the researcher to learn: 1) how a research instrument is organized; 2) how to phrase a statement so that it expresses the intent of what the researcher wants to express; 3) how to write statements that are free of ambiguity; and 4) how to sequence questions in their proper order.

During the design phase of the instrument, it was reviewed by the major advisor of the research. The instrument was then reviewed by a specialist in instrument design of the Department of Educational Psychology of the Faculty of Education of the University of Alberta. See Appendix A, pages 319 to 324, for a copy of the interview schedule.

Pilot Study

Prior to being used in the major portion of the study, the instrument was pre-tested with selected members of the CVC's who were readily available to the researcher and who were knowledgeable about the program. The major purpose of this phase of the research was to determine if the statements would yield the appropriate kind of data for analysis.

Those involved in the pilot study were not involved in the major phase of the research.

Methodology

The major method of collecting data for this study was bibliographical with supplementary data provided by selected leaders who were interviewed. To conduct the bibliographical phase of the research, a thorough search was made of research reports and reports that were generated by the agencies of both the federal and provincial governments that were or are involved with the Community Vocational Centres. These agencies which generated reports, included the provincial Human Resources Development Authority, the Department of Education, the Department of Advanced Education and Manpower (later the Department of Advanced Education), and the Northern Alberta Development Council. Reports that were prepared for the federal Department of Regional Economic Expansion were also reviewed.

Data related to educational and socio-economic conditions of northern Alberta is largely bibliographic. Searches of printed material were conducted to extract information about involvement of federal and provincial governments specifically in the formation of the Alberta NewStart and the CVC Program. Pertinent data dealing directly with the formation and operation of the program were collected and organized from available documents such as agreements, minutes of meetings, and mandate statements.

Pertinent reference materials in the archival collections of provincial agencies were retrieved, reviewed and analyzed. Extensive use was made of internally-developed reports as well as minutes of meetings that were held and that were directed at the CVC Program.

These primary data sources were supplemented by structured interviews that were held with individuals who were knowledgeable about Community Vocational Centres or who were involved with the program over a period of years.

These interviews were considered to be structured because an interview schedule was used. The schedule consisted of eleven open-ended statements which were program specific. The questions were considered open-ended because they permitted the person being interviewed the opportunity to elaborate on the response to the question. The procedures used to design this instrument are fully described in the previous section titled Instrumentation (page 22).

The research instrument that was used in the major investigation, was piloted with individuals who were not involved with the research.

The data collected were reviewed, analyzed and synthesized to prepare the final report.

Analysis of Data

The major purpose of this thesis was to describe the evolution and the development of the Community Vocational Centres Program in Alberta and to show how this program helped with the education of native and non-native people in the service area. Some events that occurred prior to the establishment of this program that had a major impact on this research are included in the text of the thesis. Examples of such events were:

1. changes in land ownership,
2. projects of the provincial Human Resources Development Authority,
3. experiences of persons associated with Alberta NewStart,
4. consolidation of improvement districts in north central Alberta,
5. designation of the Lesser Slave Lake region as a "special area" by the federal Department of Regional Economic Expansion,

6. implementation of educational and socio-economic strategies by the provincial Office of Program Coordination, a component of the Human Resources Development Authority,
7. educational and socio-economic studies conducted in north central Alberta in the 1960's,
8. mandate by the Minister of Education in 1971 to proceed with a Community Vocational Centres project - community based and relying on local involvement in educational decision making,
9. post-secondary education goals cited by the Alberta Colleges Commission,
10. expectations of people in isolated communities surrounded by a wealth of natural resources, and
11. structuring of the project to provide for community ownership of adult education in areas which had been socio-economically disadvantaged.

These events will be reported in greater detail in subsequent chapters which have the following organization:

Chapter II	Social, Economic, Educational and Political Circumstances Prior to Inception of the Community Vocational Centres Program
Chapter III	The Evolution of Goal Statements of the Community Vocational Centres Program; Federal and Provincial Cooperation in Technical and Vocational Education
Chapter IV	Operational Details of the Community Vocational Centres Program

Chapter V	Assessment of the Achievements of the Community Vocational Centres Program
Chapter VI	Summary and Recommendations

CHAPTER II

Social, Economic, Educational and Political Circumstances Prior to Inception of the Community Vocational Centres Program

Introduction

The content of the previous chapter described the research design used to bring this study to its conclusion. That chapter included operational definitions that are specific to this report, and a description of the research procedures that were used to collect data for analysis that would appear as content in the appropriate chapter of the thesis to make it coherent for the reader.

Educational and Socio-Economic Context/Historical Perspective

The initial service area of Community Vocational Centres in northern Alberta included communities and small settlements of mixed ethnic origin - Native and European. For purposes of this study, those of Indian or Metis ancestry will be referred to as Native. Chalmers (1967) suggested that designations were legal more than ethnic when he stated that the distinction between Metis and Indian:

> is neither biological nor sociological, geographic nor economic; it is purely legal. A treaty Indian in Alberta is simply a person of native ancestry who is registered as an Indian with the Indian Affairs Branch of the federal government. (p. 261)

Regarding persons of mixed ancestry - Native Canadian and European - Chalmers (1967) further suggested that:

> A Metis on the other hand, may be a person with just as much Indian blood in his veins as has his

> treaty cousin. However, his underprivileged status perhaps arises from the fact that instead of signing treaty his grandfather or great-grandfather chose to accept scrip or land instead. (p. 262)

The Metis Colonies, of which there are three in the CVC service area, grew out of the poverty of the depression of the 1930's. The Colonies "have aptly been described as Alberta's answer to the Indian reservations" (Chalmers, 1976, p. 268). The legal status of the Metis living outside the colonies was the same as that of any other Albertan.

The traditional hunting, fishing, family and social patterns of Natives living in north central Alberta in the first half of the 1900's were affected by: the influx of European entrepreneurs such as trappers, gold seekers, lumbermen, and farmers; establishment of trading posts; and introduction of welfare, family allowances and dayschools. (Wood, 1974) Isolation and separation from mainstream social and economic activities placed many of the northern residents in generally disadvantaged circumstances. The lack of local self-government and dependency on social and economic agencies were considered by researchers to contribute to their disadvantaged status. In a study regarding development in northern Alberta, Schmidt (1972) stated:

> The colonial system of management operated to extract raw resources from remote regions for the benefit of parent interests. Investment in human development programs for indigenous people was minimal, and secondary industry was not encouraged. This resulted in a deficient standard of living and discouraged population growth.
>
> Another aspect of the colonial approach was the absence of local self-government and assignment of the local administrative authority to government

> officials who were not responsible to local residents. (p. 9)

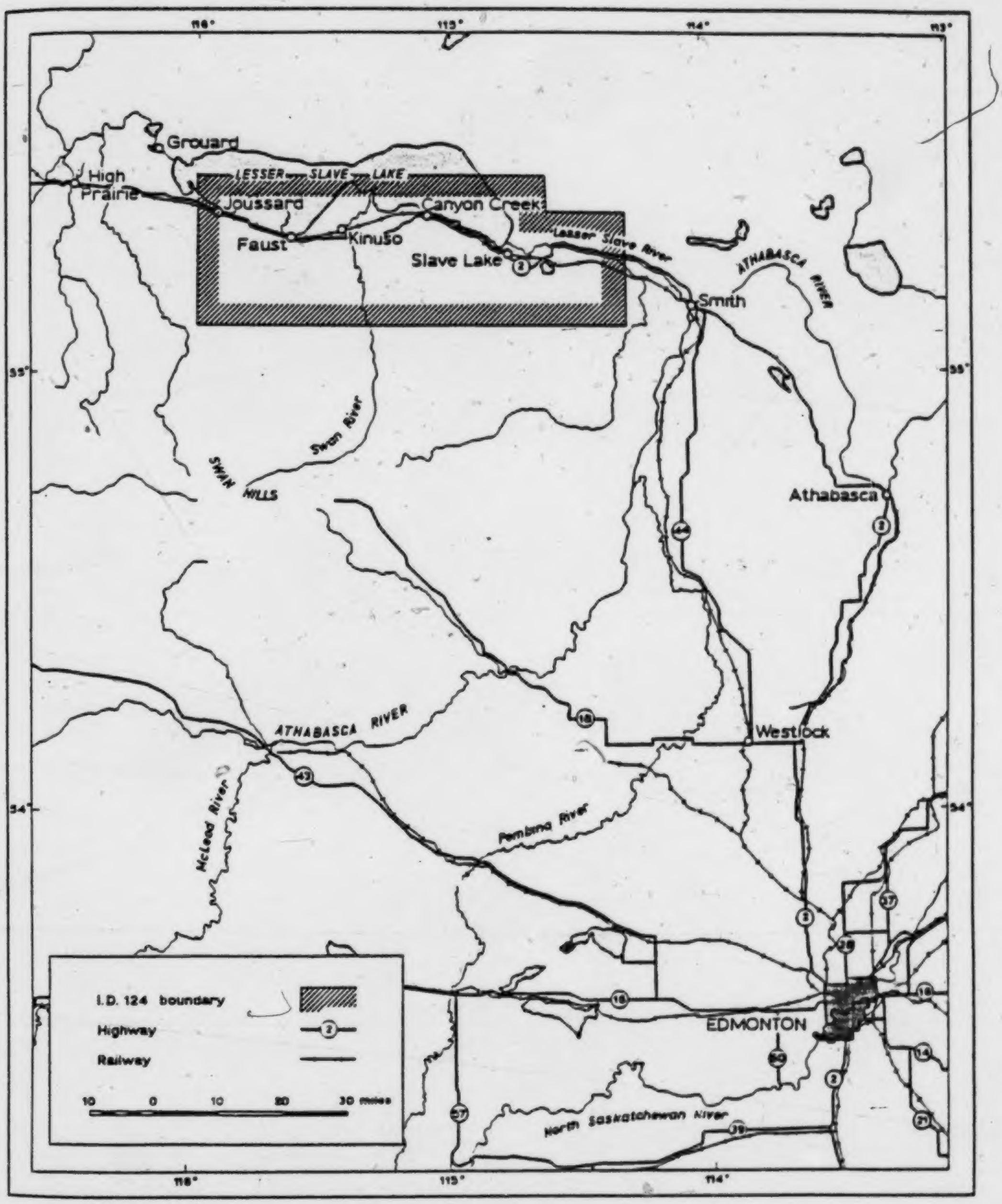
Low levels of local participation in local government, low levels of literacy, low health standards, social and economic dependency, high unemployment, high utility costs, high transportation and freight costs, poor radio and television service, lack of health and educational services, and lack of services for industries generally characterized isolated communities in north central Alberta in the 1960's.

This section will also review the educational conditions which were prevalent prior to the inception of Community Vocational Centres, and generally in the rgion that was serviced by Community Vocational Centres at the time of the research.

ntres, and generally in the region that was serviced by Community Vocational Centres at the time of the research.

The service area of the Community Vocational Centres Program is basically in a region within the boundaries of Census Division 15 (C.D. 15) from which statistics are readily available. This census division is illustrated in Figure 3, page 18. Included in C.D. 15 are former Improvement District 124 (I.D. 124) shown in Figure 5, page 33; the Lesser Slave Lake Special Area (designated by DREE) shown in Figure 4, page 19, and the area along the MacKenzie Highway north of the Peace River community.

Researches have made several comparisons of educational opportunities that are available in Census Division 12



116°
115°
114°
113°
55°
54°
Grouard
High Prairie
LESSER SLAVE LAKE
Joussard
Canyon Creek
Faust
Kinuso
Slave Lake
Lesser Slave River
ATHABASCA RIVER
Smith
Swan River
SWAN HILLS
Athabasca
Westlock
ATHABASCA RIVER
McLeod River
Pembina River
EDMONTON
North Saskatchewan River
I.D. 124 boundary
Highway
Railway
10 0 10 20 30 miles

Figure 5. Relative Location of Improvement District 124

Taken from: "The Metis in Alberta Society" by B. Y. Card, G. K. Hirabayashi, & C. L. French. Edmonton: University of Alberta, 1963.

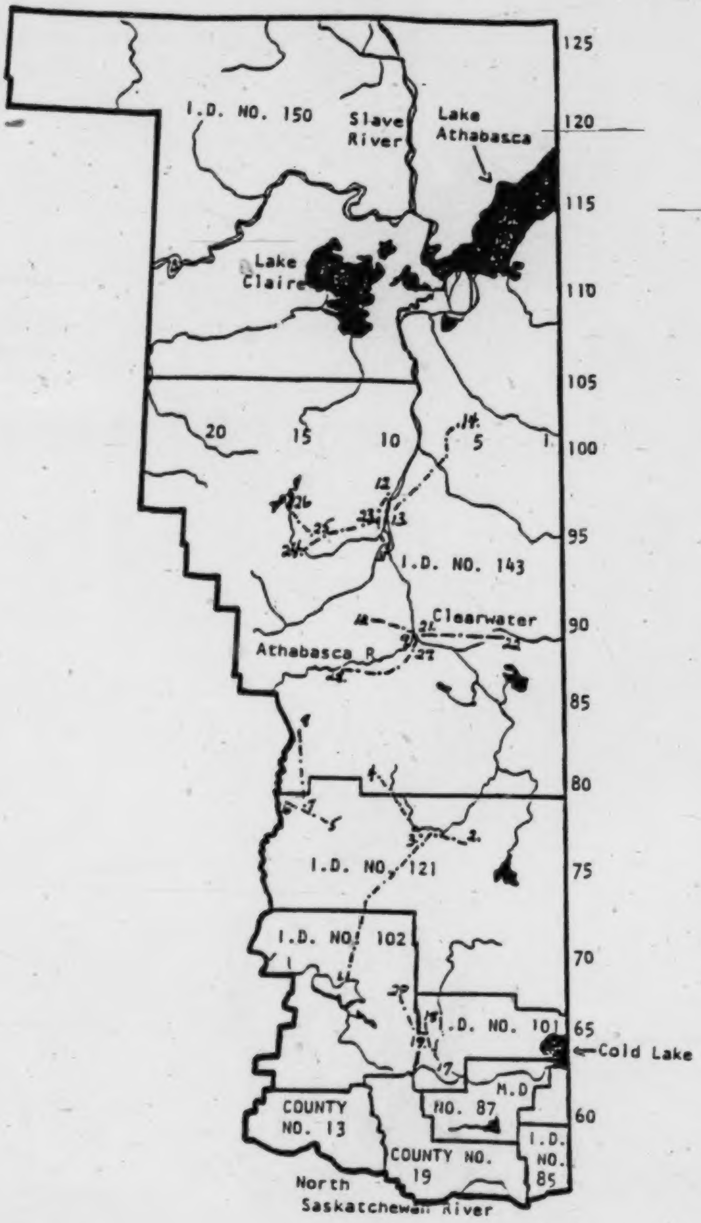

125
I.D. NO. 150
Slave River
Lake Athabasca
120
115
Lake Claire
110
105
20
15
10
5
1
100
95
I.D. NO. 143
Clearwater
90
Athabasca R.
85
80
I.D. NO. 121
75
I.D. NO. 102
70
I.D. NO. 101
65
Cold Lake
M.D.
NO. 87
60
COUNTY NO. 13
COUNTY NO. 19
I.D. NO. 85
North Saskatchewan River

Figure 6. Census Division 12

Taken from: "The B-12 Plan" by Alberta Department of Agriculture. Edmonton: Government of Alberta, 1968.

(C.D. 12), Figure 6, page 34, because this division lies approximately at the same latitude as C.D. 15. and it has similar natural resources, is forested and has a multicultural population. (See Figure 7, page 36)

In C.D. 15 the following population centres are located: Grande Prairie, Barrhead, High Prairie, Athabasca, Whitecourt, and Peace River. Since these communities were considered part of the non-urban sector of C.D. 15 of this census division, the contrast between the educational and socio-economic conditions of these centres when compared to the average conditions for isolated and semi-isolated rural communities in other areas of the province is even greater when an overall comparison of conditions in C.D. 15 is made with the average conditions for the province.

Education

When compared to provincial averages the school drop-out rates according to Greenhill and Reuther (1963) were very high in the north central part of the province. Swift (1975) reported that local educational opportunities for senior high school students were nearly non-existent, thus further complicating training and employment situations in the area.

Within Improvement Districts 123, 124 and 125, Sevenson (1968) reported that the people in the towns and villages of these Improvement Districts with elementary education or less represented 64.6% of the area population in 1961. (p. 26) Table 1, page 37, provides greater detail and compares the statistics for Improvement Districts 123, 124 and 125 with

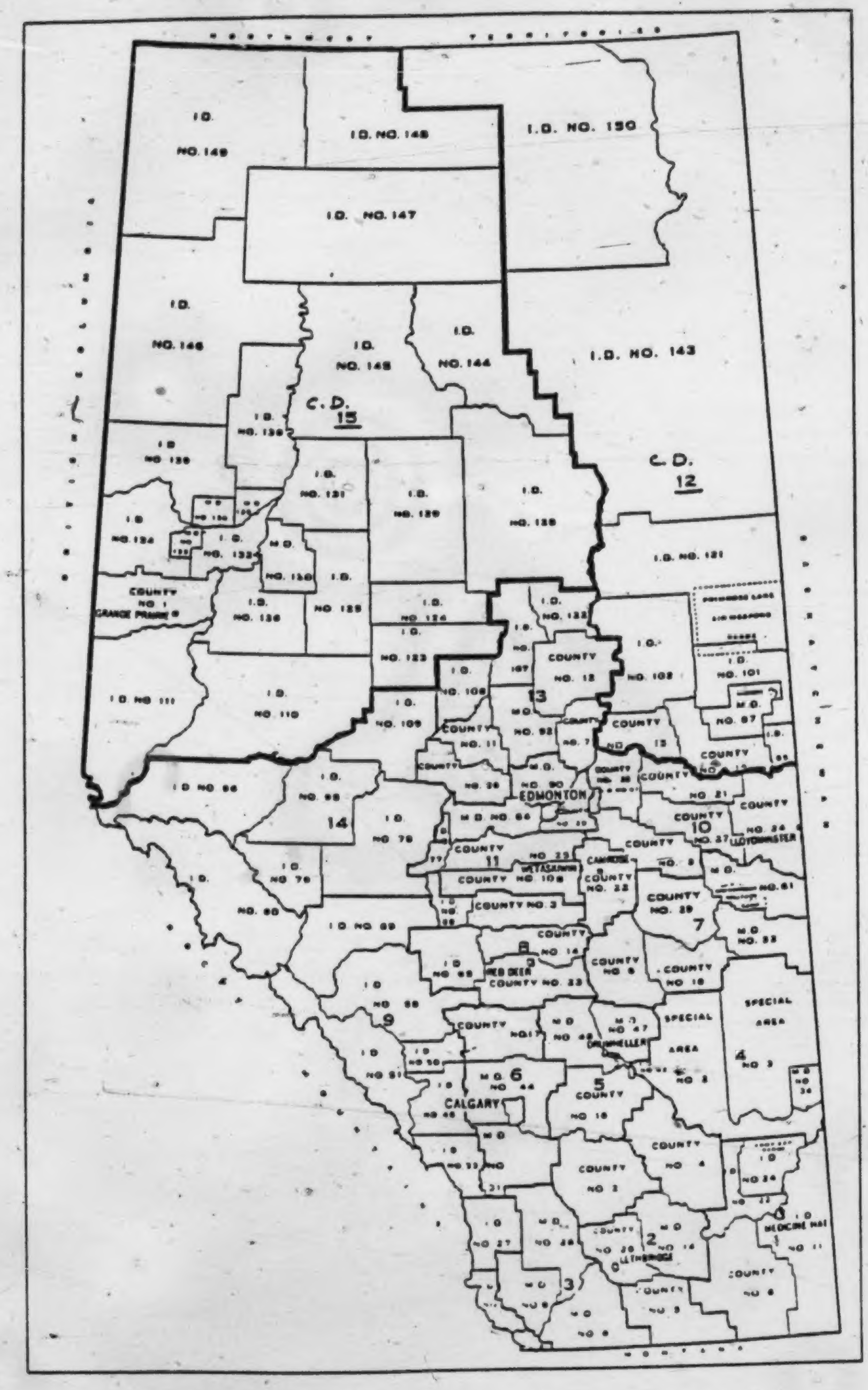

I.D. NO. 149
I.D. NO. 148
I.D. NO. 150
I.D. NO. 147
I.D. NO. 146
I.D. NO. 145
I.D. NO. 144
I.D. NO. 143
C.D. 15
C.D. 12
EDMONTON
CALGARY
LLOYDMINSTER
RED DEER
WETASKIWIN
CAMROSE
DRUMHELLER
LETHBRIDGE
MEDICINE HAT
SPECIAL AREA

Figure 7. Census Divisions 12 and 15

Taken from: "The B-15 Plan" by Human Resources Development Authority. Edmonton: Government of Alberta, 1969.

C.D. 15 and Alberta. Education levels were lower in the Lesser Slave Lake area than the average levels of education for either C.D. 15 or the province.

Table 1

Population 5 Years Of Age and Over Not Attending School By Highest Grade Attended 1961

	Southern Lesser Slave Lake Area		C. D. 15		Alberta	
Category	Number	%	Number	%	Number	%
No School	888	14.7	5,473	11.9	58,434	7.0
Pre-School	4	0.1	33	0.1	1,001	0.1
Elem 1-4 yrs	835	13.8	4,632	10.1	44,866	5.4
Elem 5+ yrs	2,178	36.0	17,193	37.5	253,959	30.5
H.S. 1-2 yrs	1,066	17.6	9,051	19.8	190,916	22.9
H.S. 3-4 yrs	707	11.7	6,402	14.0	184,302	22.2
H.S. 5 yrs	163	2.7	1,133	2.5	43,479	5.2
Univ. 1-2 yrs	131	2.2	1,123	2.4	25,220	3.0
Univ. 3-4 yrs	30	0.5	265	0.6	6,662	0.8
Univ. Degree	45	0.7	509	1.1	24,067	2.9
TOTALS	6,047	100.0	45,814	100.0	832,906	100.0

Taken From: Svenson, K.; The Human Resources of the Lesser Slave Lake area. In Alberta Department of Agriculture; An Analysis of Resources in Alberta's Lesser Slave Lake Area; Edmonton; June, 1968, p. 26)

Those of Indian ancestry in the 1960's had limited access to, as well as a limited desire to participate in an educational system that was based on the European model. "Many adults have had no formal education and most have had very little" (Sauve, 1968, p. 284). In 1961, approximately one third of the adult native population in this area of Alberta ~~had no~~ formal education. (Sauve, 1968) Data in Table 2, page 38, indicate the percentage of the native population in C.D. 15 for 1961 and the educational level they achieved. The term "native" for these data in Table 2 includes: treaty Indians, Metis living in colonies, non-treaty Indians and Metis who reside outside colonies. It is evident from these data that approximately one third of the native adult population for this district could be classified as functional illiterates because they did not have any formal education.

Table 2

Educational Level of Native Adults; C.D. 15, 1961

Educational Level	Native Adults	
	Number	Percent
none	1,310	33.3
pre-grade 1	2	0.0
1-4	1,179	30.0
5-7	1,289	32.8
8-9	119	3.0
10	19	0.5
11	10	0.3
12	4	~~0.1~~
Some Univ.	2	0.0
Univ. degree	1	0.0
TOTAL	3,935	100.0

Taken From: Sauve, C., The Native People of the Lesser Slave Lake Area. In Alberta Department of Agriculture; An Analysis of Alberta's Lesser Slave Lake Area; 1968, p. 287

Students who reside in C.D. 15 tend to leave school at earlier grade levels than students in other areas. (p. 220) However, the level of education of those students who left school early in C.D. 15 was considerably lower than the level of education of those students who left school early in the rest of the province. Svenson (1968) reported that the difference for early school leavers as well as graduates were even greater in the Lesser Slave Lake area when he wrote:

> In the Lesser Slave Lake area, 56.3% of the people leaving school have grade nine or less compared with 26.1% for rural Alberta and 10.4% for the cities of Alberta. Only 19.4% of the students leaving school in the Lesser Slave Lake area have grade twelve compared to 47.2% for rural Alberta and 65.5% for the cities of Alberta. (p. 28)

A comparison can be made from data in Table 3, page 40, for students in grades six through twelve who left school in the middle sixties. These comparisons can be made from the schools in Lesser Slave Lake area with rural areas of Alberta.

In the 1960's, the average level of education for native people residing in the Lesser Slave Lake area, the area also referred to as I.D. 17, was lower than those of C.D. 15. Although the levels of education were lower in C.D. 15 than for the province, the native population suffered from even higher drop-out rates which resulted in lower levels of formal education. For example, J.W. Chalmers in Swift, Carney and Ewasiuk (1975) contrasted the grade levels of Metis children with white resident children when the statistics he gave were quoted in the study of Northland

School Division by the Northland Study group.

> The Department of Education survey of the Metis school population indicated that their school achievement was very low. At all grade levels the percentage of Metis children who were over-age for their grade, i.e. educationally retarded, was at least twice to three times the proportion for white children. At the upper end of the school system, the Metis had almost disappeared. Of 2,347 such children in six northern systems, only six, or 0.3% of the total were in Grades X and XI, but 764, or 7.4% of 10,320 white children were in the same grades. (p. 5)

Table 3

Percent of Students Leaving School by Highest Grade Attended

	Percent of Students		
Highest Grade	Lesser Slave Lake Area 1967	Rural Alberta 1965	Cities of Alberta 1965
Less than VI	1.5	2.2	0.3
VII	5.0	3.4	1.2
VIII	7.5	6.7	2.5
IX	42.3	13.8	6.6
X	12.9	10.4	9.7
XI	11.4	16.3	14.2
XII	19.4	47.2	65.5
Total	100.0	100.0	100.0

Taken From: Svenson, K.; Human Resources of Lesser Slave Lake. In Alberta Department of Agriculture; An Analysis of Resources in Alberta's Lesser Slave Lake Area. Edmonton, 1968, p. 29

The drop-out rates reported for native students who attended school on Indian Reserves was equally as high. The results of a study conducted by a federal-provincial work group which included officials from DREE and from the provincial Northern Development Branch (1977) show that 78% of the population of the study who were of labor force age left school with less than a grade nine education. (p. 21) While many of these individuals prior to the 1970's did not wish to further their education, the federal-provincial work group found in the mid 1970's in a survey of northeastern Alberta that 83% desired further training.

The native population in north central Alberta, while sometimes identified as the only educationally disadvantaged group, was not alone in the circumstance of educational deprivation. The results of a study reported by the Northern Development Group (1974) of the northern census division indicated that educational deprivation is region-wide in northern Alberta.

> There is a tendency to associate low educational achievement with the native population of northern Alberta. While numerous native communities are "educationally deprived" in the broadest sense of the word, the data suggest that considerable such deprivation exists on a wide regional basis in northern Alberta. There are undoubtably other specific cultural groups that cannot avail themselves of maximum educational opportunities as a result of the accident of being born in fairly remote areas of the north. (p. 2)

Low educational levels and poor socio-economic conditions were not considered to be the direct result of genetic characteristics inherent in the residents of the Lesser Slave Lake area. Card (1965) indicated that limited opportunities and minimal demands on its inhabitants compared to other areas were two important factors to consider when looking at educational and socio-economic conditions in the area. (p. 26) This author was speaking specifically of Improvement District 124 (I.D. 124) which was the southern portion of C.D. 15. There were no schools in this census division that offered comprehensive vocational and technical patterns of education along with matriculation and general options for students. (Downey, 1965) There were only two secondary schools with a student enrollment between 200 and 399 students that offered a program of studies for full matriculation plus educational options which could be patterned for occupational preparation.

This is not to say there were no other agencies who were not concerned with the educational conditions which placed northerners in a disadvantageous position. These needs did not go unnoticed because "a variety of agencies had sincerely made heavily committed attempts to provide adult education or to encourage family relocation, but had fallen short of even making preliminary inroads into the ponderous frontline of meeting the needs of northerners for all the forms of educational and economic development service." (Andersson, 1976, p. 3) This authority further explained some of the difficulties these agencies encountered in meeting the educational and socio-economic needs thus necessitating alternative approaches as possible solutions.

> First of all, the major Federal Government agency, the Indian Affairs Branch, over the past decade, has offered an extensive quantity and variety of adult programming throughout Northern Canada. But in many instances the Branch has had difficulties divorcing itself from its past when it held

colonial style autocracy over its mandated areas and regarded all Indians as wards, regardless of whether or not any were independent, self-supporting individuals. Both regulations and precedents were cumulatively amassed over its long history of operation and these tended to constrain the Branch's imaginative powers within precedent-determined directions. Desire to respond to surveyed educational needs were often translated into enlarged staffs with additional routines. No doubt progressive ideas emerge among the people who work in it. But the bureaucratic design and operation of the Branch does little to encourage a spirit of imaginative action or an attitude of self-actualization among its charges.

Another Federal Government agency, Canada Manpower, prior to 1970, was basically uninvolved in supporting the training needs of people in remote northern settlements, since their participation mainly favored the organized communities such as urban and semi-urban areas. Moreover, prior to the seventh decade, CMC input tended to emphasize the training-for-production concept rather than basic education for living as an objective. Investment in the former suggested fairly immediate returns to the economy, whereas investment in the latter, at the very most, was seen as a long-term gamble on possible future results.

Provincial government agencies fared little better with respect to basic adult educational needs. Universities and colleges ignored the problems of disadvantaged citizens for decades by simply assuming they did not exist.

Without exception, these institutions seemingly perceived their mandates in terms of subject specialties, night studies and research, which quite properly are fairly absorbing concerns. However, because they viewed their challenges more in subject terms than in people-terms, the opportunity completely eluded them to administer to the dimension of grass-roots education for a culturally distinct group of disadvantaged adults.

Beginning in the mid-sixties, another group of provincially operated institutions appeared in the province at Fort McMurray, Edmonton, and Calgary. They were known as Alberta Vocational Centres with the acronym AVC's (these are not to be confused with the CVC's as the former is centrally directed and regionally oriented and the latter is locally managed and locally oriented) and were, in part,

> commissioned to handle the educational needs of the disadvantaged. This group continues to hold the mandate to administer to these needs.
>
> Over the subsequent years, these AVC's did enroll varying numbers of unemployed adults and offered programs that were distinctly applicable to them. Despite it, the problem of reaching the majority of the disadvantaged and of achieving enduring success remained. (pp. 3-5)

The Department of Education had, in the 1960's, considered the possibility of inviting undereducated adults in the area to attend public schools. This approach was not practical for northern residents for two reasons. First, many isolated communities did not have educational services at the senior high school level. Second, adults tended not to benefit from facilities and programs designed for youth. The latter reason was emphasized by Mitchell (1970) when he wrote:

> on-going technological change continues to force others out of employment as their occupations change or disappear. For sociological and educational types of reasons, such individuals tend to reject returning to the on-going institutions and programs whose primary role is the preparation of youth. (p. 5)

This helped substantiate the continued development of the AVC's and the inception of the Community Vocational Centres.

There were a numer of advanced education institutions that were available but these were considerable distances from the rural home communities of the learner. This placed heavy costs on those who wished to attend thereby precluding adequate service to rural and isolated northern communities of the province. Two exceptions were the Alberta Vocational Centre at Fort MacMurray which opened in 1965 and the Alberta

NewStart which began operations in the Lac La Biche area in 1967.

Socio-economics

The Lesser Slave Lake area was not always socially dependent on government programs. But by 1960, the socio-economic conditions of the area had dramatically changed. Card (1974) described this radical change in this way.

> Historically, the Lesser Slave Lake area was important for its fur trapping, while the lake itself was a vital link in the fur trade's water transportation. When fur trade flourished, Indians and Metis were needed as workers for their trapping, survival skills, canoemanship, and knowledge of local geography. As contacts increased at the end of the 19th century, these qualities were less in demand. The bush work associated with road and railroad building prior to World War I, the advent of commercial fishing on the Lake in the 1920's, the governmental administration of the forest district with the need for firefighters, initiated between 1913 and 1917, and the development of export lumbering in the 1920's all provided limited opportunities for local workers, including native Canadians. However, by 1960 it was clear that fishing and lumbering could no longer be counted on as locally expandable industries, that the area's agricultural and commercial activities would likely remain limited indefinitely, and that the entire population of I.D. 124 was becoming increasingly dependent on government as a major source of employment and social assistance. It was also clear that the communities of I.D. 124 were overpopulated with respect to job opportunities, were stalemated in a pioneer level of development which most other Alberta communities had already passed. Further, among the 4,105 persons inhabiting I.D. 124, there were extremes of poverty among all sectors of the population, including the 1,990 persons of white ancestry. However, poverty was most marked among the 1,330 Metis and 275 Treaty Indians living off reservations, and the 490 Treaty Indians living on the four small reservations along or near the Lake. (Twenty persons were of other ethnicity, mostly Chinese.) In terms of housing standards, rates of unemployment, levels of education and health,

> access to community amenities and organizations and also, access to other communities through highway development and telecommunication, I.D. 124 was below the standards found in Alberta communities generally. Ethnicity, lower social class life-styles, underdevelopment, and depleted or limited natural resources seemed insurmountable handicaps unless there could be intensive "grass roots" community development coordinated with a program of large-scale resource development. (pp. 3-4)

The federal government was cognizant of these regional needs and disparities. From the time of confederation to the late 1950's, the primary objective of the federal government with respect to inland development projects was "the national development of the country's resources" (DREE, 1976, p. 6). However, by the late 1950's it became clear to the federal officials that marked disparities had developed in the distribution of investment and growth in the country. (p. 6) In the 1960's national economic policy moved away from national development toward regional development.

A number of the disparities the federal government noted between the economically developed regions and the disadvantaged regions of northern parts of the western provinces were indicated in a DREE (1973) report which suggested that education had to go beyond just training in certain trade or technical skills, but would need to take into consideration the following socio-economic factors.

> Lack of physical access (isolation) and communications leads to inadequate knowledge by people of what is going on, even in the Western Northlands, and inability to get to jobs even if they know about them. Few people can move from isolation into the middle of rapid change and cope successfully.

> Given the general lack of knowledge on how to cope with modern health and living problems, many of these people live under appalling physical conditions. In the overall, this is impeding development as the disadvantaged are less able to cope with opportunities should they arise. Closely associated with some lack of services in outer communities is the lack of infrastructure. The past general absence of any form of local government has likely contributed to this situation.
>
> Poor housing contributes to poor mental and physical health as does the lack of a reasonable water supply and waste disposal system. People find it difficult, if not impossible, to successfully take advantage of opportunities through self-development when the family is living in a one-room shack, heated by a space heater or wood burning stove and having no sanitary facilities (let alone radio and telephone).
>
> These then are the major hurdles to be overcome by people of the non-urban north, in particular, if they are to grasp opportunities. They lack real accessibility, medical aid is not real because patients and doctors find it difficult to get together, jobs created in the north are either not physically near or are inaccessible due to job qualifications, training is relatively inaccessible and may lack associated orientation features, and in general the people lack that combination of education, experience and cultural background that seems essential to mobility. The environment for mobility simply does not exist for many, and may be further impeded in development by public programs of maintenance payments, training allowances, housing, and so on, all carried out with the best of intent. (DREE, 1973, p. 12)

Limited contact with the larger Alberta society resulted from having a minimum of service institutions, poor or non-existent roads, limited communications facilities, and large distances to trading areas. Of I.D. 124 Card (1965) said:

> The consequences of the area's geography, ecology, and history for its social life and culture appear to be:
>
> 1. a persistent marginality in relation to other parts of Alberta;

> 2. incomplete community development, an uneven mixing of modernity with arrested transition and under-development;
>
> 3. partial socialization of persons of Indian ancestry as members of the larger Alberta society, reflecting the limited opportunities and demands provided by I.D. 124 society in the course of its development. (p. 17)

The standard of living in C.D. 12 and C.D. 15 was generally lower than the rest of the province. A brief comparison of households in Alberta will serve to illustrate the difference as indicated in Table 4, page 49.

Both census divisions reported welfare problems and welfare cost as being greater than those generally in the province. HRDA (1969) reported that "in every category of welfare for which comparable statistics are available for Alberta, the C.D. 15 rates are higher" (p. 56). The categories to which reference was made included pensions, long-term social assistance, short-term social allowance, municipal assistance, and public assistance as actualized by the provincial Department of Social Services.

A paradox seemed to exist. On one hand the administrators of social assistance were responding to perceived needs in isolated communities on more than just an individual basis. Andersson (1975) reported that in one isolated community "the head of every household began receiving a small, regular cheque without interruption. Such welfare payments were rationalized as necessary supplement to traditional living patterns" (pp. 1-2). One resident in the neighbouring community burned his supplements because there was no perceived need for them. The welfare program was considered to be providing funds as an overall rather than a specific cure. The social costs through encouragement of dependence on assistance from outside agencies did not decrease.

Table 4

Furnishings for Houses in C.D. 12, C.D. 15 and the Province

FURNISHINGS	1968		1969	
	CD 12	PROV.	CD 15	PROV.
Furnace heating	34	72	33	72
Running water	33	79	27	79
Bath or shower	27	69	31	74
Refrigerator	57	88	64	88
Television	30	72	5	72
One or more cars			57	75

Shown as percentage of all households

Taken From: HRDA Research and Planning Division; The B-15 Plan; Edmonton, 1969.

On the other hand, many people indigenous to C.D. 15 were considered lacking in psychomotor and other skills necessary to obtain and keep jobs resulting in being left out as job opportunities emerged. (HRDA, 1969)

Employment by industry with C.D. 15 in descending order of numbers of man-year equivalents included agriculture, construction, mining, manufacturing, forestry, fishing and trapping. However, the categories of agriculture and manufacturing could be removed from the list when considering the area of what is now Improvement District 17 because of unsuitability of much of the land for agriculture. Manufacturing industries were almost non-existent in this area of the province.

Full time employment rates were low for communities in the CVC service area. Native people who were treaty Indians had exceptionally high unemployment rates in the early 1960's as indicated in Table 5, page 51. While many took advantage of casual labor on farms and in construction or seasonally hunted, trapped or fished, only two percent of the available work force were employed full time.

Purchasing power of northerners tended to be less than the provincial average. Poverty or dependence on social services in the 1960's was common. Family incomes were lower, on the average, than those in either Alberta or Canada as a whole. No precise figures for family income were readily available for C.D. 15. However, in C.D. 12 average incomes reported by Alberta Agriculture (1968) were as reported in Table 6, page 51.

Besides incomes being lower in northern Alberta than in the province generally, much of the earned income for skilled labor in the Special Area in the 1960's and 1970's went outside the area because, as Mansell (1970) indicated, jobs "were filled by workers who were recruited from distant points" (p. 118). While increased incomes occurred in tourism and resource extraction, northerners were experiencing the demise of the locally operated fish plants, the mink farms, and the sawmills. (Cardinal, 1980)

Table 5

Employment Statistics for Treaty Indians in Northern Alberta, 1969

Area Agency	Potential Work Force	Number In Full-Time Employment		
		On Reserve	Off Reserve	Total
Ft. Vermilion	912	21	8	29
Lesser Slave Lake	1321	14	7	21
Saddle Lake/ Athabasca	2212	66	120	186

Taken from: Indian Association of Alberta, A proposal for Native Participation in the Development of Northern Alberta. Edmonton, 1972.

Table 6

Average Annual Incomes (in dollars) For Canada, Alberta and C.D. 12 in 1963

Income	Area		
	Canada	Alberta	C.D. 12
Non-farm families	5,449	5,602	3,752
Non-farm wage earners	2,137	2,286	1,442
Farm (sale of produce)	7,252	9,125	3,874

Taken From: (Alberta Department of Agriculture. The B-12 Plan. Edmonton, 1968)

Ten conditions in the Slave Lake area that were identified by HRDA (1969) and which prevailed, were considered to be worthy of attention. In the evaluation of the CVC Program (1979), the conditions and related needs of the institution were summarized in the following list.

CONDITION	NEED
1. Low income	- High income - Little financial hardship for schooling
2. Low level of formal education	- A school with realistic entrance requirements - More formal education - Flexible time commitment not locked in year by year progression
3. Unemployment	- Humanly satisfying work - Practical education geared towards getting a job
4. Seasonal employment	- Continuous intake/exit with the school
5. Dependency on resource extraction; single based industry	- Diversification of employment opportunities
6. Travel distances Reluctance to relocate Attractiveness of northern settlement Poor roads	- Add to local quality of life - Take learning experiences to the learner - A school with autonomy; minimal supervision
7. Previous failures in school (materials, method, content)	- A school that is approachable and fits northerner's learning style
8. Few indigenous teachers	- Train indigenous teachers
9. Penetration by mainstream society Influx of government services Travel to other communities	- Personal effectiveness in dealing with incoming forces; leadership training - Information on functioning and use of service - English fluency and public-speaking skills
10. Communities with similar potentials and problems seldom meet to share ideas and resources	- Inter-community linkages (a reason for coming together)

(CVC Institutional Evaluation, 1979, pp. 3-6)

The identified needs of northerners occurred as a result of the studies of social, economic and educational conditions and these studies indicated a need for non-traditional solutions to the problems of the disadvantaged. Special answers to those needs were required because the conditions were characteristic of a large portion of the northern remote area. Conditions did not compare with the average Alberta situation.

Researchers such as Mansell (1970) in his report to HRDA, recognized the need for a coordinated approach to alleviating much of the socio-economic needs in the Special Area and that education was an important component when he indicated:

> all efforts should be made to offer the education and vocational training necessary and the efforts at re-training should be coordinated with physical developments. Education should be an integral part of any development programme. And, education should be taken to mean the learning and perfection of the necessary skills to cope with and thrive in the physical and human environment which continuously changes and evolves. (p. 118)

The innovators and implementers of the Community Vocational Centres Program attempted, through a non-traditional style of response and through a non-traditional educational delivery system, to respond to the identified educational needs for adults in the north central part of the province.

Historical Perspective/Political Context

The earliest records that are available indicate that the Lesser Slave Lake area was not conducive to high standards of living because there were famines in the area and these were common during the long, cold winter months.

The Cree settled the area after that Indian nation displaced the Beaver Indians who were less equipped to establish continued presence in the Lesser Slave Lake area. Records attribute that in 1799 David Thompson was the first

European to see Slave Lake. (Office of Program Coordination, 1973)

For almost a century from 1800 to 1900 the major occupations of the indigenous population were fur trapping, fishing on Slave Lake, and lumbering. By the mid twentieth century, oil discoveries characterized industrial developments in the Slave Lake region. However, the native people did not receive economic benefits from the natural resources that were extracted in the 1950's.

There was a profound need in this area for a linkage between human development and material development. Unfortunately, the latter received more attention because of the financial resources that accrued from their extraction. These linkages were important and needed because the perception of many northerners of native ancestry were that resource exploitation without their involvement was decreasing community social stability in addition to depleting the resources of the natural environment which provided them their means of survival through trapping, hunting, and fishing.

Land Ownership

Treaty Number Eight was signed in 1899 by Cree, Beaver and Chipewyan representatives and by commissioners representing Her Majesty, the Queen of Great Britain; the province; and the Northwest Territories. This treaty resulted in tracts of land in the portion of the Northwest Territories which became north central Alberta to be classified and established as Indian Reserves in this area.

Since many northerners lived in what was considered the "green zone", titled ownership of the land in most isolated communities did not formally exist. (A green zone may be defined as an area that is forested, is owned by the provincial government, and is not available to individuals as deeded property, but can be leased to the individual by the provincial government for special purposes such as natural resource extraction or grazing.) The provincial Department of Agriculture (1967) defined the green area as "lands reserved for forestry assembly and consequently are withdrawn from permanent agriculture" (p.178). The lack of a formal agreement by the federal and provincial governments contributed to the frustrations it caused the native people because of their inability to respond adequately to what appeared to be encroachments of industrial and exploitive work in their traditional environment.

There were several contributing factors to both the insecurity of domicile and livelihood for native northerners. Among these were: treaty status was not granted to these individuals; they did not qualify for scrip; they were not at the location where family surveys were made by federal commissioners; or after receiving their scrip, they sold it. People who were indigenous Cree, Beaver, Chipewyan or from any other tribe were able to obtain treaty status by registering with the Indian commissioner. Original arrangements of Treaty 8 set aside reserves of land for those bands that desired living on reserves. In addition to this land grant an initial payment of $32.00 for each chief; $22.00 for each "headman"; and $12.00 for each other individual was made as an annual cash payment. Suits of clothing were presented to chiefs and headmen once every three years, chiefs also receiving various tools for planting and harvesting. These tools were made available for those who elected to live on a reserve and cultivate the soil. Livestock and haying equipment was made available to those who elected to raise stock. Ammunition, and twine for repairing or making fishing nets, was provided (up to one dollar per person) for those engaged in hunting and fishing. (Treaty Number 8, 1899) Non-status Indians ("Metis" or "half-breed") were given scrip for land up to the value of $240.00. This ruling applied to all Metis who were born up to the signing of Treaty 8. The scrip they received could be either sold or they could take land of their choice. Provided these individuals obtained title to the land, they could either live on the land or they could sell part or all of it. If people were settled close together, it was promised that the land would be divided as fairly as possible.

Provincial authorities later discovered that several settlements existed in the area which did not have the opportunity to choose between scrip or be eligible to receive treaty status. Grants for scrip terminated in 1911. The communities most affected by the ruling appeared to be those located in I.D. 17. It was considered by provincial authorities that it was "unlikely that a large number of people from this area had taken scrip" (p. 22) or had exercised their option to secure treaty status.

A temporary solution to this problem was found for those Metis or native people who held "non-treaty" status by the establishment of "colonies" under the terms of the provincial Metis Betterment Act of 1938. Three such colonies were formed at that time in the Lesser Slave Lake area. These colonies were located at Big Prairie, East Prairie and Gift Lake. However, the isolated communities to the north were not an integral part of these colonies. In reference to land claim needs of the native and non-native people, the provincial Department of Municipal Affairs (1974), stated:

> In recent years, most of these communities have been granted miscellaneous leases to cover the townsites. This was a positive step forward in that it provided short term security of occupancy. However, these leases are only large enough to cover the townsites and were not intended to provide land and resources for economic development, nor to provide the long term security which is necessary for the social development of every community.
>
> These communities also contain a small number of non-native residents, some of whom have lived there for several decades, have provided important services and are accepted as part of the community. These people also need the security of land tenure to provide for the future of their families. (pp. 26-27)

In attempting to describe the general issue of land claims in Canada, Sanders (1975) stated that "Native land claims tend to be seen as: symbolic or moral issues; legal, real property issues; or opportunities to reformulate native policy" (p. 29). Sanders further noted that the federal government in 1973 acknowledged a:

> relationship between claims and social and economic development. That statement says, in part: 'The government has been fully aware that the claims are not only for money and land, but involve the loss of a way of life. Any settlement, therefore, must contribute positively to a lasting solution of cultural, social and economic problems that for too long have kept Indian and Inuit people in a disadvantaged position within the larger Canadian society'. (p. 30)

The reserves in Alberta were established specifically for residency of treaty Indians although many live off the reserves. Following the proclamation of the Metis Betterment Act of 1938, eight Metis settlements were established in the province. (A task force was appointed by the Native Secretariat in 1982 to review the provisions of the Betterment Act.) The Alberta Land Tenure Secretariat was created in 1976 "as a special project to improve land tenure conditions in isolated coommunities in the Green Area of northern and western Alberta" (Alberta Municipal Affairs, 1977, p. 18). Feasibility studies were conducted regarding water, sewer, and land use. Land use plans were completed for several northern communities, land was cleared and surveyed, and residents in such communities as Calling Lake and Wabasca were able to obtain title to parcels of land.

Alberta Government

An anomoly developed in the province because of its rapid development of natural resources and the increased standards of living in certain sectors. Some of these sectors existed next to others where high levels of unemployment and poverty were prevalent. These regional disparities impacted on different socio-economic factors such as: levels of education, income and manpower development. These factors developed in a province which was evolving industrially and which challenged the government to further action. Extraction and exploitation of natural resources occurred alongside a need to develop human resources.

The provincial legislature initiated the Community Development Project in April of 1964 as a result of recommendations it received from the Committee for Social Research of The University of Alberta. The Community Development Branch of the Alberta Department of Industry and Development defined community development quoted in Janssen and Svenson (1968) as:

> an educational-motivational process designed to create conditions favourable to economic and social change if possible on the initiative of the community, but if this initiative is not forthcoming spontaneously, then techniques for arousing and stimulating it in order to secure the fullest participation of the community must be utilized. (p. 4)

This definition became the mode of operation of the Community Development Project. In the same year that the project was initiated, namely 1964, a Community Development Coordinator position was approved. The individual accepting this position was to be "responsible to the Cabinet" (Sonmor, 1975, p. 1) and in addition establish community development project areas. Also in 1964 an advisory committee including representation from the University Committee for Social Research, the University Faculty of Physical Education, the provincial Cultural Activities Branch, a sociologist, and the newly appointed coordinator of Community Development initiated a community recreation program in I.D. 124 which was considered to be in keeping with the community development approach. (Hynam, 1975, p. 3) Shortly after these two initiatives, community development officers were appointed to serve in communities in the Lesser Slave Lake area. Those appointments were made following a short training session in principles of community development which were taught at The University of Alberta. According to Gilliat (1973), the first community development officer was headquartered at Slave Lake. The second officer was located at Wabasca. These officers had, as part of their support staff, Community Development workers whose job it was to set up small advisory committees of local people and to participate in community self-help projects such as recreation and pre-school programs. Community development workers were to be involved with communities only upon request. During the period from 1965 to 1968, community development workers in the north began to motivate and promote the development of local leadership. (Card, 1974)

It was during this time frame that the Company of Young Canadians (CYC) who were volunteers and were federally sponsored (Sonmor, 1975, p. 7) went into the communities of Faust and Wabasca which are located in the Lesser Slave Lake area where Community Development activities were in progress. Some of these field workers were not well received by the inhabitants of these communities. However, a number of community organizations such as the Metis Regional Council and community associations began to emerge. The Council and these associations had a considerable amount of political influence. Mixed reactions to the efforts and personalities of the CYC were common in I.D. 124. Hynam (1975) stated that "although CYC can be criticized for nearly stopping a progressive grass-roots movement, to CYC must be given the credit for a very effective regional job of grass-roots social animation and coordination" (p. 8).

The role of the Community Development program was seen by the native population as that of confrontation (Gilliat, 1972) between the people and the provincial government when protest marches to the Legislature were organized in 1965. Northern people, with the assistance of Community Development personnel started to publicize both the social as well as the economic problems that existed in the Lesser Slave Lake area.

The Metis Association of Alberta (1968) agreed that community development aims and activities were not well understood and that initially the Community Development Officer was viewed as a person who divided communities. However, the results were viewed as being positive because people learned of their rights as citizens and became more organized. The community tensions were considered to be inevitably healthy. In a report by the Metis Association of

Alberta (1968), recommendation was made for increased coordination of community development and government departments, but further indicated that:

> Because of the C.D. program during the four years of its existence much has begun to change within the Native community throughout the province. The present restructuring that is going on because of its inclusion within the Human Resources Development Authority framework is viewed as being a good thing. (p. 10)

Notwithstanding the negative connotations that accrued from "community development", the provincial government was determined to deal with the disadvantaged situation of northern Albertans. The Honorable E. C. Manning (1967), Premier of the province, expressed the position his government would take with the development of human resources when he said:

> The government of Alberta will, therefore, endeavor to provide active leadership in the objective reassessment of modern social and economic conditions, and in the development of new concepts and policies designed specifically for the dynamic new era of human achievement which lies ahead for this province. (p. 11)

Human Resources Development Authority

In 1967 the Provincial Legislature adopted as policy the White Paper on Human Resource Development. As a result of that policy paper, the Human Resources Development Authority (HRDA) was formed and was expected to be a positive response that would meet the needs and demands of provincially disadvantaged people. (Gilliat, 1973) In an address to the Honorable Jean Marchand, then Federal Minister of Regional Economic Expansion (1968), the Government of Alberta indicated to him that HRDA had been established:

> to provide coordinated development and supervision of specific programs designed to develop human and physical resources in regions characterized by social and economic adjustment problems.
>
> The first such region designated by the Authority was the Lesser Slave Lake region where socio-economic problems had reached a point of immense proportion. (Government of Alberta, 1969, p. 3)

Officers employed under the Agricultural and Rural Development Act (ARDA) tried to organize a community development program in the Lesser Slave Lake area as early as 1968. (Gilliat, 1973) That same year the provincial legislature attempted to amalgamate both the community development program and ARDA under the newly established Human Resources Development Authority. This attempt, however, was met with strong resistance from not only community people and local groups but from civil servants as well. Community groups such as the Lesser Slave Lake Development Association offered considerable resistance to the concept of amalgamation because they wanted local recognition rather than a development program that was uniformly set up across the area. Members of the Lesser Slave Lake Development Association also requested that a regional coordinator be appointed who would live in the area to replace ARDA personnel. In September, 1968, N. Gilliat was appointed by HRDA to organize a task force for the Lesser Slave Lake area. The purpose of the task force according to the report that was produced was to:

> develop approaches which will alleviate the social and economic disparities such as low average incomes, low education levels, high mortality rates, high welfare levels, high unemployment rates

> and low standards of housing, sanitation and social involvement. (Government of Alberta, 1969, p. 2)

In a succeeding statement of the report, it was evident that any agreement between the federal and provincial levels of government to improve the social and economic conditions of the area would involve both education and training. The following principle was written into the report.

> The principle which we believe should be followed in a joint federal-provincial agreement is to improve the social and economic conditions by leaning heavily on education, training, social action and industrial development. (pp. 2-3)

Thus the seed for the development and evolution of the Community Vocational Centres Program was sown.

Card (1974) described the effect that resulted from the lobbying efforts of the Lesser Slave Lake Development Association which rejected the provincial government appointing the Lesser Slave Lake Task Force. As a result of the establishment of this task force:

> several cooperatives were formed or were planned for native housing, land use development and reforestation, lumbering and other projects which were heavily capitalized by provincial loans. Yet the whole region lacked an infrastructure and industrial base to match the local developments among both white and native people and the potential of the area given its newly acquired oil and gas resources. (Card, 1974, pp. 6-7)

Members of the task force included local community leaders, professional community developers as well as business and industrial leaders from the area. The talents of these individuals were used to coordinate local and provincial efforts to develop the human and natural resources that were available.

Two significant events developed at the government level in 1969 as a result of these lobbying and coordinating efforts of citizens through the Human Resources Development Authority, and the concern of the provincial government that social and economic services be provided but with local input.

The first of these events was the consolidation of the five smaller improvement districts into a larger administrative unit known as Improvement District (I.D.) 17 by the province on January 1, 1969. (Card, 1974) These smaller districts with their social and economic disparities were dependent on government welfare programs. Integration of these districts into a larger district only compounded their problems because the larger district had these two identical problems.

The second event was that provincial authorities petitioned DREE to enter into an agreement with the province which would involve joint funding and joint administration of a project for a period of five years for the social, economic, and educational development of a designated special area. A designated special area was one where the socio-economic conditions of the area were classified as very poor by both the federal and the provincial authorities. Most of the area in I.D. 17 was designated as a special area.

The Alberta Government (1969), in discussing the development of human resources, was cognizant that there were relationships and definite linkages among education, health and existing socio-economic conditions. That government felt:

> It is fundamental to this concept that man is not only willing, but anxious, to accept responsibility when he can successfully do so. Yet growth toward social responsibility can only be predicated on the assurance of the basic conditions of life - food, clothing, shelter, medical care and education. Once these conditions are assured, the real process of social development can proceed. (p. 5)

Both provincial government and local community leaders were aware of and agreed that regional and community input into program planning and the programs themselves were important if self sufficiency and productivity were to be realized as it had been at the beginning of the century when the population in the area was small and the resources and work were both plentiful.

Based on local and regional input to the provincial government through the offices and the committees of the Human Resources Development Authority (HRDA), that authority funded such programs as: social adjustment (manpower mobility, native handicrafts, community affairs such as the Metis Regional Council, economic development task force); Opportunity Corps projects such as public building construction and community recreational facilities construction or renovations; infrastructure for the towns of High Prairie and Slave Lake; economic development incentives for numerous woods-related industries; Lands and Forests projects such as road, airport and park development; and adult education programs including Alberta Vocational Centre, Grouard, and the Community Vocational Centres Program. (Appendix C, page 347, provides additional details regarding the budget and the projects that were funded.) HRDA supported the concept that the way to produce local and regional social and economic self-sufficiency among the inhabitants of this area was to provide adult education based on locally perceived needs, regional manpower training needs, and local program delivery.

The challenge to the provincial government lay in jointly determining with the Lesser Slave Lake area the content, delivery method and locations of delivery of adult education. The CVC Program assisted in meeting the challenge.

In 1963 a vocational school and student residence were officially opened at Grouard by Northland School Division to provide academic and vocational education to young people from northwestern Alberta. Due to attendance problems and problems associated with retention of students at the residence, the residence and vocational wing of the school were vacated while the elementary and junior high school grades were maintained. This embarrassment of the available empty space was translated into the possibility of these facilities being transferred to either the Attorney General's Department or the Department of Social Services. However, the people living in the area were not content with these two alternatives and made their views known to the Director of Vocational Education, Department of Education, in Edmonton. The Coordinator of Vocational Education for northwestern

Alberta recommended to the director, on behalf of concerned citizens, that if federal funding were available, those funds should be used for vocational training at Grouard. This became the alternative that was approved. DREE offered to provide the province with half the cost of converting the vacated Grouard Vocational School into an Alberta Vocational Centre for adults. (Hubert, 1977, p. 26)

On August 31, 1970, the student residence and vocational school facilities at Grouard were transferred from the Northland School Division to the Division of Vocational Training of the Department of Education. (Janz, 1970) These facilities became the Alberta Vocational Centre (AVC) Grouard. One of the original training programs at AVC Grouard began September 9, 1970. The program was called the Education Technician Program which was designed to train Cree-speaking northerners as paraprofessional instructors in information centres which later became Community Vocational Centres. The Education Technician Program was considered to be an innovative program because it involved northern committees to select the candidates for training, provided opportunities to solve northern education problems by developing curriculum, provided local employment and role models for other members of the community, and established a stepping stone for further professional development for those who successfully completed the program. This program was considered by HRDA to be in keeping with its objectives of social and economic development. In the autumn of 1970

Canada Manpower Personnel from the High Prairie office purchased training seats from the province for those enrolled as Education Technician students. In addition Canada Manpower purchased training places at AVC Grouard for students in such programs as vocational preparation, automotives, carpentry, teacher aide, and counsellor aide.

The Community Vocational Centres Program was considered by the provincial government as a temporary project. (Andersson, interview, 1982) Classroom space were leased for periods of no longer than one year. This was similar to expectations that the federal government had toward the Alberta NewStart project. (Hubert, 1977, p.7)

A socio-economic survey conducted by the Alberta Government in 1970 identified that a linkage existed between adult education and human as well as material resource development. In reporting the findings of this survey, the final report stated:

> All efforts should be made to offer the education and vocational training necessary and the efforts at retraining should be coordinated with physical developments. Education should be an integral part of any development programme. And education should be taken to mean the learning and perfection of the necessary skills to cope with and thrive in the physical and human environment which continually changes and evolves. (Alberta Government, 1970, p. 118)

The governments of Alberta and Canada were receptive to dealing with needs that were identified for the special area of Lesser Slave Lake which included most of Improvement District 17. Circumstances were right for the inception of a program that would respond to citizen input.

Native leaders lobbied both levels of government to alleviate conditions of socio-economic as well as educational poverty in the special area. Too often northerners were of the opinion that they were recipients of programs in which they had little or no say in: first, defining needs and second, in the way those needs were met. The native people requested opportunities to plan and operate educational, social, cultural and communications programs which would meet their needs and priorities of the region. The Vocational Education Branch of the Department of Education responded to this request through the creation of local adult education committees in 1971.

Conclusion

An attempt was made in this chapter to review some of the key contextual factors affecting the implementation and operation of the CVC Program according to information gathered from print material and interviews by the researcher. The educational, social, economic and political environment were described primarily in the 1960's and early 1970's which impacted on the CVC's. The topic of land tenure was reviewed in this section because it had social impact. The change of land ownership status was affected by political actions and decisions.

In the next chapter goals of the various provincial departments and branches, as well as the goals of the CVC Program itself, will be reviewed as they related to the beginning and operation of the CVC's. Since the federal government and the provincial government provided funding for programs in northern Alberta, a discussion of federal and provincial cooperation will be included.

Chapter III

The Evolution of Goal Statements of the Community Vocational Centres Program; Federal and Provincial Cooperation in Technical and Vocational Education

Introduction

The content of the previous chapter described the social, economic, educational and political circumstances for approximately ten years prior to the inception of the CVC Program. It also described factors that affected the establishment of post-secondary non-university goals for the north central part of Alberta were described for the period covering the 1960's and early 1970's.

The first part of this chapter is organized into the following sections: Department of Regional Economic Expansion (DREE), Human Resources Development Authority (HRDA), Department of Education, Alberta Colleges Commission, Alberta Government, Division of Vocational Education, Department of Manpower and Labor, Department of Advanced Education and Manpower, The Community Vocational Centres (CVC) Institution, and Summary. It was necessary to organize the chapter in order to show the relationship that each of the federal and provincial agencies had to each other in helping to evolve goal statements for the CVC Program which would give that Program direction.

The second part of this chapter is organized into the following sections: Historical Review; Technical and Vocational Training Assistance (TVTA) 1960; Adult Occupational

Training Act (AOTA) 1967; Alberta NewStart, Incorporated - 1967; Canada/Alberta Second Special Area Agreement - 1971; Canada/Alberta Subsidiary Agreements, and Conclusion. Federal grants to Alberta helped in both the capitalization and operation of facilities for post-secondary education. Cooperative activities which had an impact on the establishment and development on the CVC Program are described in this chapter. The federal and provincial cooperative activities related to the Lesser Slave Lake Special Area Agreement were discussed in detail in Chapter II.

The north central part of the province was viewed in the 1960's by both the provincial and federal governments on a broad scale of needs which included those that were social, economic, physical and educational. The initial goals for the Community Vocational Centres (CVC) were a subset of goals that had input from communities, community associations, departments and agencies of the province, and the federal Department of Regional Economic Expansion. These goals related to adult education and their educational involvement within communities of the service area.

Department of Regional Economic Expansion (DREE)

The federal government created the Department of Regional Economic Expansion in 1969. (Villett, 1975) Where unusual federal, provincial, and municipal projects were undertaken, such as with the Lesser Slave Lake Special Area, DREE was involved. Under its mandate, DREE could:

> 1. make financial assistance available to a province by way of grants and loans for specific infrastructure projects,
> 2. provide incentives to primary and tertiary industries where these are essential to the success of a development plan, and
> 3. comply in cooperation with the provinces' and other federal department's special social adjustment programs to help local people take advantage of opportunities created. (p. 1)

The outlined portion of Figure 5, page 33, shows the area in north central Alberta that was designated by DREE as the Lesser Slave Lake Special Area for Alberta.

As one of its major objectives, DREE was to provide funding through the provincial Human Resources Development Authority of the area to construct buildings suitable for vocational training. The capital funds for that purpose were available provided they were expended by March 31, 1972.

Another objective of DREE was to provide information and education to citizens in the special designated area in order for the residents of the communities of this area to become aware of the resources, both human and natural, which could help them upgrade and stabilize the socio-economic and educational conditions of the north central part of the province. Initially, the Community Vocational Centres were established as centres for vocational information and adult education which satisfied the federal funding requirement that such centres must serve these dual purposes.

Human Resources Development Authority (HRDA)

The Alberta government (1969) established the Human Resources Development Authority to "provide coordinated development and supervision of specific programs designed to develop human and physical resources in regions characterized by social and economic adjustment problems" (p. 2). According to Gilliat (1974), the HRDA strategy was to coordinate rather than duplicate government services "to make the system work, not to set up a new one" (p. 19). The Lesser Slave Lake region was the first to be designated by HRDA as a region in considerable need of socio-economic development. According to Card (1975), the operating patterns of HRDA were to involve people at the community level and facilitate community interaction and learning.

As a result of the studies conducted by such researchers, agencies and writers as Greenhill and Ruether (1963); Card (1965); Downey (1965); Northern Alberta Development Council (1966); Bigam (1968); Janseen (1968); Sauve (1968); Svenson (1968); HRDA (1969); HRDA (1970); Metis Association of Alberta (1971); and the designation by DREE of the Lesser Slave Lake area as being socio-economically and educationally disadvantaged, HRDA (1971-72) outlined the objectives of the program to rehabilitate this area. According to Card (1975), the rehabilitative objectives of HRDA for this area of the province were:

1. providing basic or introductory courses in occupationally oriented skills,
2. providing community based training,
3. providing educational stepping stones for further training,
4. improving leadership skills,
5. developing talents, and
6. raising levels of aspiration. (pp. 6-7)

The chairman of HRDA, acting on behalf of this provincial agency, signed with his federal counterpart the Federal-Provincial Agreement on the Special Area of Lesser Slave Lake in 1970. The special area covered by the agreement is shown in the outlined portion in Figure 5, on page 33. HRDA was to execute the Agreement on behalf of the province.

Following the signing of this Agreement on February 23, 1971, Hon. J. D. Ross, Minister of Alberta Lands and Forests, indicated in a letter to Hon. R. C. Clark, Minister of Alberta Education, that over one million dollars was made available for adult training programs in the special area. He wrote:

> Mr. J. E. Oberholtzer advised, that 1.5 of a total 1.7 million dollars appropriated to Adult Training in the Lesser Slave Lake Development Area originated through HRDA funding agreements. HRDA anticipates these funds will be used to develop Adult Training Programs in the Lesser Slave Lake Development Area. These programs have been planned by the Division of Vocational Education staff, working in consultation with HRDA representatives from the area. (Correspondence Hon. J. D. Ross to Hon. R. D. Clark; Edmonton, Feb. 23, 1971: Provincial Archives)

At about the same time, Mr. J. E. Oberholtzer, Director of HRDA, wrote to Dr. T. C. Byrne, Deputy Minister of the Department of Education, and indicated funding arrangements and amounts. Mr. Oberholtzer wrote:

> As you are aware, the Lesser Slave Lake Special Area Liaison Committee was in touch with your departmental officials in preparing our total budget for that Federally Cost-shared project. Some $1.15 million has been included in the estimates for Special Education and Adult Training Programs in the Slave Lake Area. It is anticipated that funds will be available as of April 1st, 1971,

> and an Order-in-Council to make their transfer for your use will be prepared accordingly. Approximately 50% of the funds will be recovered from Ottawa. (Correspondence J. E. Oberholtzer to T. C. Byrne; Edmonton, March 1, 1971: Provincial Archives)

For 1971-72, operating and capital funds were made available for Community Vocational Centres throughout the special area as well as the Alberta Vocational Centre, Grouard. Operating funds were also provided for Vocational Rehabilitation for Disabled Persons (VRDP) for emergency training for those who became injured in the work environment, and for a coordinator's office. (HRDA, 1971, Summary of Funding Available for Adult Training in the Lesser Slave Lake Development Area) These federal and provincial funds were placed with the Division of Vocational Education of the Department of Education for disbursement. Initial training activities included academic upgrading, basic literacy programs and such occupational training programs as: Education Technician, carpentry, and teacher aide. Specifically, Community Vocational Centres were expected to provide basic literacy programs with direct participation of northerners in program delivery. These literacy programs were to be non-capital intensive.

> Mobile, basic literacy programs, staffed by native instructors, will be developed to enable residents of isolated areas to learn basic English and Mathematics skills. These Centres will also assist in motivating residents to take further training in AVC Grouard, or similar programs. (J. Oberholtzer, 1971, p. 2: Provincial Archives)

The role of government and its extension of service to nortnern communities was perceived by the native population as resulting in decreased feelings of independence and feelings of decreased power to make decisions. However, in keeping with the requirements of DREE-HRDA funding arrangement for the Lesser Slave Lake Special Area and HRDA's objectives for regional development, the originators of the CVC's had:

> an unwritten goal of maintaining and increasing the dignity, respect and self-worth of native Canadians by recognizing the importance of their language and culture in CVC operations and by sharing and honouring the decision-making power of the locally-elected Education Management Committee responsible for the CVC in its own community. (Card, 1975, p. 7)

Department of Education

Ministerial dispensation from the Minister of Education of Alberta in May of 1971 officially created the CVC Program as a non-conventional delivery system for adult education. In the CVC Institutional Evaluation (1979), it is stated that "the objective of the dispensation was to create a simple set of reference terms which would encourage grass roots participation and a clear sense of local proprietorship over the adult education programming" (p. 1).

According to Villett (1969), the Vocational Training Section of the Division of Vocational Education of the Department of Education expected the CVC Program to be active in: "1. assisting adults to linguistically assimilate in the English-speaking community, 2. assisting a supportive educational climate for children to continue their education locally, and 3. upgrading school drop-outs" (p. 2).

Villett (1975) later indicated that the literacy program of the CVC was envisioned to be the first step in a vocational ladder that contained three inter-related steps. The first step was the academic upgrading for adults to the grade nine level. The two remaining steps involved the adult relocating for further training as well as for advanced training. The expectations of the CVC Program in its early phase according to Villett were:

> 1. to enable residents to receive enough education to become part of the wider community and that residents of uneconomic remote settlements would relocate into DREE stimulated growtn centres,
> 2. upgrade adults to a level where they could make a reasonable vocational choice and become retrainable as the need arose to meet changing employment patterns, and
> 3. by involving adults in the educational process to ennance the standing of education and hopefully to have the adults give additional support to their children to remain in school for a longer period of time. (pp. 2-3)

While there is no evidence that these expectations were supported by either the Minister of Education or by senior provincial officials and the fact that they were not included in the original terms of reference of the agreement, these expectations did have an effect on funding allocations to the CVC program. The majority of funding for provincially administered institutions (PAI's) was channelled to centralized campuses which had permanent facilities. While the CVC's had no legislative base as PAI's prior to April of 1982, the CVC's were administered by the Division of Field Services of the Department of Advanced Education which also administered the following PAI's: Alberta Vocational Centres at Lac La Biche, Grouard, Calgary and Edmonton, and The Alberta Petroleum Industry Training Centre at Edmonton.

Alberta Colleges Commission

The CVC Program is administered by the province rather than by a board of governors. However, the results of a project of the Alberta Colleges Commission affected the goals and operations of the CVC Program. The Colleges Act of 1969 established the Colleges Commission to coordinate the college system in the province and to further its development. (Berghofer & Vladicka, 1980) The Colleges Commission was involved in such activities as the informal coordination of public and provincially-owned colleges, regulation of establishment and expansion of college programs, coordination of capital development, and "increased the per-student grants for vocational and other non-university programs to a level comparable to that for university transfer programs" (p. 36).

The Alberta Colleges Commission project resulted in proposals for a system-wide planning and coordination scheme for post-secondary non-university education that was publicly supported in Alberta. Some of the basic issues envisioned for the 1970's were increased demands for post-secondary education, services to the rural population, and the need for alternative delivery methods in recognition of a more basic need for "congruence between the goals of institutions and the needs of society and potential clients of post-secondary education" (Bosetti, 1971, p. 17).

The Commission made ten recommendations for goals in the 1970's for advanced education which had an impact on the CVC Program. The ten recommendations were:

1. That the system of Advanced Education be developed on an open-door open-access basis which makes adequate provision for individualized upgrading and which takes into account the experiential background of the student by giving appropriate credit for "education" gained outside of the formal educational system.
2. That instructional programs be increasingly personalized to provide students a broad element of choice from among personally relevant content areas.
3. That variation in instructional processes be developed to account for different cognitive styles of individuals and to ensure a high rate of success.
4. That time commitments be made more flexible so that time required relates more to individual aptitudes and expected outcomes and less to the needs of the academic or professional community.
5. That non-terminal programs be developed on a core-ladder program basis so that adults of all ages may have ready re-access at any point in time or process, with transferability assured to any level in the system without unnecessary repetition.
6. That non-institutionalized delivery systems be developed to extend post-secondary opportunities to all students without "residence" requirements.
7. That communication and counselling systems be developed ensuring that the population is aware not only of the services provided but also of the job potential of programs being offered.
8. That needs assessment capabilities be built into the system in order for emerging societal, client and manpower needs to be identified and met.

> 9. That evaluation criteria be developed and applied to ensure that students have access to useful and personally significant educational experiences.
>
> 10. That flexibility be the keynote of the future delivery system. Both the organization of the system and the services which it renders must be viewed as ad hoc and subject to change whenever the needs of society, individuals, and manpower change. (Bosetti, 1971, pp. 17-18)

The Government of Alberta through its Department of Manpower and Labour published a policy statement that had implications for the interpretation of training applications relative to where the educational opportunities were to occur and the levels of educational preparedness of adult Albertans living in rural and remote communities. In November of that year, the provincial government presented a philosophy for its manpower and labour policy when it published the following statements:

> The Government of Alberta bases its policies upon a belief in the rights of the individual within our democratic society. The Alberta Manpower Policy holds the conviction that each Alberta citizen has the right to the opportunity to achieve the highest possible income and standard of living. Along with this right the Manpower Policy includes the conviction that the individual has an obligation to society. All persons in our society have the responsibility to contribute as best they can to the creation of income through productive employment. The creation of income through employment is essential to a good standard of living. This employment services the individual on the one hand and society on the other. Employment helps to bring the individual and family more fully into society. Employment gives status. It brings individual satisfaction. This, in turn, makes society strong, worthwhile, and productive. Appropriate opportunities must therefore be available to all citizens of the province.
>
> To ensure that employment provides the major source of income for an individual or family other methods

> of supplying income (such as social assistance payments) should be used only when employment is not feasible.
>
> In addition to the social factors, there are also economic factors to be considered. High levels of employment mean that society is making use of resources and enjoying high production levels of goods and services.
>
> High levels of employment contribute to the well-being of society through raising physical living standards and increasing life-enriching activities. Thus every Albertan who is physically and mentally capable should have the opportunity to take part in productive employment. To do this a number of things are necessary. The ability of Albertans to take advantage of these opportunities must be increased. This rush of unemployment must be reduced as well as the impact of unemployment when it does occur. (Government of Alberta, 1972, p. 147)

The above statement of philosophy was pertinent to the implementation, operation and direction of educational and economic programs in northern Alberta. This philosophical statement also helped to establish program goals and policies which helped to give the program its direction.

Another provincial agency that was influential in the earlier states of the development of the CVC Program was the Division of Vocational Education of the Department of Education. As previously stated, this was the provincial agency which received funds from the federal government and disbursed these funds to that program which received approval of the Division.

The Division of Vocational Education provided pre-employment training and upgrading for both youth in the public school system as well as for adults who completed regular school attendance. In the division's annual report, the Director, J. Mitchell (1971), indicated that "the purposes of the program are: to provide Alberta citizens with the opportunity to achieve occupational competence suitable for our industrial society; and to provide Alberta industry and business with an adequate supply of suitably trained manpower" (p. 22).

The activities of the Division of Vocational Education were affected by the cooperative efforts of the Alberta Department of Education and the Alberta Department of Manpower and Labour. These two departments submitted a joint proposal to the provincial government in 1972 titled Objectives of Adult Training in Northern Alberta. The purpose of the proposal was to realize the provision for coordination of training and development of the region which included the Lesser Slave Lake area. Six objectives for adult training were presented. These objectives were:

1. To provide an opportunity for all northern Albertans to learn to read, write and speak English.
2. To provide an opportunity for clients wishing to obtain information and counselling concerning employment and training.
3. To provide training programs which will enable Northern people to become part of a labor force required to meet needs of northern industries.
4. To assist northern Albertans in acquiring prerequisites and in gaining access to training programs, wherever located, compatible with the interests, needs and abilities of the person seeking training.
5. To involve communities in planning and developing training and economic development programs suited to the needs of communities.
6. To provide cultural development experiences which will facilitate economic and social

> integration without loss of cultural identity. (Alberta Government, 1972, p. 8)

Considerable flexibility in programming was given to the CVC Program by the Minister of Education since a considerable amount of preliminary planning with local and regional associations along with HRDA and interagency committees had occurred. The CVC Program began and was maintained temporarily on a project basis. For the years 1971 to 1973 the operation of the program was based on Ministerial dispensation which provided for a Coordinator of Vocational Training for northwest Alberta who, in turn, assigned the implementation and the administration of the program to the Supervisor of the CVC Program located at Slave Lake.

An integral part of the organizational structure of the Department of Advanced Education in 1973 was the Regional Service Unit. The Supervisor of the CVC Program reported to the Coordinator of the Regional Service Unit (RSU) until 1975 when the RSU's were phased out. From 1975 to 1979 the CVC Program was subject to an annual review which was required by either the Department of Advanced Education or the Department of Advanced Education and Manpower.

The operational goal of the program for Community Vocational Centres, according to Bosetti (interview, 1986), was to provide education to the residents of northern native communities in order for them to have the opportunity to obtain the basic skills required to access the post-secondary system of the province or to obtain realistic employment training. "Realistic employment training" was aimed at a quick pay-off for the learner; that is, training was for immediate entry into employment opportunities that were either local or regional.

Program thrust of the CVC's in 1973 included basic literacy, academic upgrading and vocational orientation. (Perry, 1973) Some of the training activities that characterized the program were:

> 1. training and employment of Education Technicians,
> 2. operation of local decision-making groups: the Education Management Committees,
> 3. use and further development of programmed instruction materials for individual progress, and
> 4. facilities for the program using shelter appropriate to the communities' and students' needs (p. 1).

While still under project status of the Department of Advanced Education in 1974, a proposal was submitted to the Lesser Slave Lake Regional Management Committee which explicitly stated objectives of Community Vocational Centres:

> 1. To provide basic literacy and upgrading for isolated, mostly Native, communities in the Lesser Slave Lake area.
> 2. To give elected committees the management experience of planning, controlling and participating in the development of programs suited to community needs and to couple counselling to these programs.
> 3. To employ and evaluate the performance of Cree speaking instructors trained to operate centres in isolated settlements.
> 4. To provide training in cooking, buying, homemaking and family health.
> 5. To provide training in keeping books and records, planning and budgetting small enterprises such as service stations, logging, farming and trapping.
> 6. To provide short course instruction in small engine, scaling timber and lumber, and house framing techniques.
> 7. To provide meeting management skills, canvassing and polling technique, organization and direction of activities and discussions. (Department of Advanced Education, 1974, p. 1)

While that program thrust and over-all objectives continued, it was not until five years after the program had been established, 1976, that formal interim CVC guidelines were prepared by personnel of the Field Services Division of the Department of Advanced Education and Manpower. The interim guidelines of 1976 and those of 1977 were consistent with the earlier goals and practices which called for community input into educational decision making and for program support that had flexibility to meet community-defined program needs.

Department of Advanced Education and Manpower

The Department of Advanced Education and Manpower was another provincial agency which was highly involved in the Community Vocational Centres Program. The Advanced Education Act (Bill 33) that was proclaimed on June 2, 1972, officially established the Department of Advanced Education. This Department was established for the expressed purpose of administering and coordinating those post-secondary non-university institutions and their programs previously controlled by the Department of Education and the Department of Agriculture. Among these institutions were: four vocational centres; eight public colleges; three regional colleges; two technical institutes; and the Community Vocational Centres Program. (Preitz, 1979, p. 3)

Three years later when The Manpower Act, 1975, was proclaimed, manpower responsibilities were transferred from the Department of Manpower and Labour to the Department of

Advanced Education. This resulted in a change of name to the Department of Advanced Education and Manpower. Manpower responsibilities included all phases of administering apprenticeship training and its supervision as well as trade certification of journeyman.

Prior to the establishment of the Department of Advanced Education and Manpower, CVC's were administered as provincially administered institutions (PAI's) by the Department of Advanced Education. Berghofer and Vladicka (1980) indicated that this Department was formed as a result of an integrated approach to administration and financing.

> Through a series of steps in 1971, 1973 and 1975 funding for all sectors of higher education as well as manpower development programs were brought together under a combined Advanced Education and Manpower portfolio. Moreover, in 1976, the enrollment-based grant formula was replaced by a global operating budget system, and thus an era of closer government scrutiny of educational budgets began. (p. 60)

Since the inception of the CVC program, structural changes made by the provincial government to the agencies responsible for delivering education or training affected both the interpretation and the implementation of goals and objectives of the CVC program. These changes, when implemented, had an impact on the levels of community involvement and program administration relative to the CVC's. Reference here is made to the restructuring of departments which most affected this Program.

Table 7

Departmental Administration of Community Vocational Centres by Year

Year	Administration
1970-71	Department of Education
1972-74	Department of Advanced Education
1975-80	Department of Advanced Education and Manpower
1981-85	Department of Advanced Education

The period beginning with the 1970-71 fiscal year was intended to bring credibility to education in northern Alberta which was under the jurisdiction of the Department of Education. When the Department of Advanced Education was formed in 1972, the CVC program was transferred from the Department of Education to the Department of Advanced Education. To strengthen the college system, all university and non-university post-secondary programs, with the exception of the Alberta Forestry Training School as well as Nursing and health programs, were also transferred from either the Department of Education or the Department of Agriculture to the Department of Advanced Education. This helped create a provincial manpower strategy and occurred during the 1972-73 fiscal year.

Two years later in 1975-76 when the provincial manpower strategy was implemented, it was placed under the restructured and renamed Department of Advanced Education and Manpower. At this time a number of outreach projects of this new department were formed. Department personnel identified possible overlap of service areas of AVC Edmonton, AVC Grouard, and the CVC Program of the special area. At this time personnel of the department and citizen's groups in the communities of the special area perceived that a variance between the philosophy of providing educational service and the opera- tionalizing of that philosophy was developing. With the development of this anomaly, it was deemed necessary by officials of the department to clarify the mandate of the CVC program. It was also at this time that the department imposed revised geographic boundaries for the service area of the CVC Program which limited the area of coverage primarily to Improvement District 17 excluding the Mackenzie North area. The objectives of the program were indicated in the CVC mandate that was prepared by personnel of the Field Services Division of the Department of Advanced Education and Manpower in consultation with CVC personnel.

1. Community Vocational Centres will operate under the purview of the Minister of Advanced Education and Manpower and under the administration of the Assistant Deputy Minister, Field Services Division.

2. The Supervisor of Community Vocational Centres is responsible for the administration of the instructional and support services rendered and for ensuring that all policies and practices are consistent with regulations governing Alberta Government Departments and their employees.

3. Programs will be offered and operated within the financial constraints of the appropriation.

4. The Community Vocational Centres Program shall offer non-capital intensive instructional programs of a short-term nature. These will

consist of academic upgrading (0-12 levels), BJRT, and other courses of a further education nature. It will also offer such other related support programs as are considered appropriate and approved by the Community Vocational Centre Supervisor and the Assistant Deputy Minister or his designate.

5. The Community Vocational Centre Program shall prepare or have caused to prepare an annual budget submission accompanied by an annual program plan of program offerings for the approval of the Assistant Deputy Minister, Field Services Division. Special representation may be made at any time during the current fiscal year for additions or modifications to the annual program plan.

6. The Community Vocational Centre Program may provide a counselling and vocational guidance service to clients with reference to their educational goals and employment preparation.

7. Where a Community Vocational Centre is established within a community, a body representative of and elected by that community may serve as a Management Committee to the Supervisor, Community Vocational Centres. This committee will:

   a. assess and priorize community training needs and communicate these needs to the Supervisor;

   b. be involved in program planning;

   c. convey their opinions and views to the Supervisor regarding the appropriateness of existing programs and curriculum;

   d. make recommendations to the Supervisor on program changes and other appropriate matters;

   e. assist in the selection of students;

   f. assist in the evaluation of the effectiveness of the services;

   g. assist in the control of the local operation of the Community Vocational Centres.

8. Where in existence, Management Committees will ensure that community residents are kept

> informed of training opportunities available through the Community Vocational Centres. This responsibility shall otherwise be that of the Supervisor, Community Vocational Centres.
>
> 9. The Community Vocational Centres shall not duplicate existing facilities or services within a community.
> 10. Community Vocational Centres may be established upon community request in isolated communities within I.D. 17.
> 11. The Community Vocational Centres Interim Guidelines shall be open to annual review. (Alberta Advanced Education and Manpower, 1976, pp. 1-2)

The Community Vocational Centres (CVC) Institution

The early and continuing management of the CVC program that evolved was governed by beliefs of the importance of the grass roots participation in adult education. The specific objectives of the program appeared to be slow in emerging until the oral traditions in communities that were served gradually became written. "This was a deliberate approach whose aim was to avoid parading of a typical ready-made product purporting to know all the answers to the dilemmas confronting disadvantaged people" (CVC Institutional Evaluation, 1979, p. 15).

While the adults in unincorporated communities were given planned opportunities to evolve educational objectives for the program, the primary regionalized goal of the program and its supporting objectives were already in place. The goal statement and its supporting objectives were:

> to respond in a timely manner to the need for adult learning within the local community, through decentralized offering of formal and informal training

> perceived by the community as important to it at that time. More specifically, the objectives of the program are as follows:
>
> a. To take the learning experience to the learner; not the reverse.
> b. To involve members of the community in the planning, operation and evaluation of this training experience.
> c. To provide the community with the leadership and learning experience developed by participation in the decision-making process. (CVC Institutional Evaluation, 1979, p. 19)

In a statement by Andersson (1977) of CVC goals, the philosophy and operating style were linked to emphasize grass roots involvement in adult education services and that the programs offered should be in an environment familiar to the learner.

> The major CVC operating premise holds that any group of motivated individuals will make the best decision in relation to their perceived needs given sufficient information regarding the factors relevant to their decision and the conviction on their part that they will be held responsible for the results of that decision.
>
> The CVC is an attempt to provide a means by which an unorganized community may explore transition while employing a familiar environment; the community may educate itself in directions it perceives as important and it may evaluate its successes in terms of local successes that are seen as credible by the community itself. (p. 1)

The CVC program was dedicated to the improvement of all aspects of the community through education. Thus the program's orientation is not only to educate the learner but to educate the community where the learner lives as well.

> In pursuit of transitional exploration, the CVC becomes a vital participant in the process of community renewal and as such, it must be less concerned with certificates and credentials than it

is with the dedication to reach for the continual improvement of all aspects of the community, the living conditions, the physical ecology and the social development. Consequently, a pragmatic CVC will generate those kinds of offerings the community wants and needs, not what outsiders such as pedagogues and civil servants think is good for it. The actions take place where the learners are in locally available (and locally acceptable) facilities, not where institutional brick and glass is found. It is directed openly by community members who are helping to define the people's needs, to suggest credible courses and to help in the delivery of them, not by the decisions of governing boards. In philosophy, as in frequent practice, the CVC is both learner and community oriented, meeting the needs of the one through the involvement of the other respectively, and vice versa. It was not designated to be the font erudite authority leading to subsequent benefits for those prepared to be its submissive recipients; it was designed to be the community's learning exchange offering what was identified as needed by the community from those who are recognized as having the appropriate capabilities and, equally important, an acceptable approach to offering their skills. The overriding philosophical aim is for the training to begin where the people are and to take them where they feel they need to go.

The specific programs of a local centre are not identified with a particular building, facility or location. The programs occur where they are practical and where they are most natural to occur by themselves. While upgrading is done at a desk, home wiring is done in a home, survival is done in the forest, welding is done on machinery in a field, and small engine servicing is done in the open, even in winter.

The specific courses are connected with real people in the real world striving to achieve the everyday skills that are associated with ordinary work and living in the area. The mission is to help all interested residents to participate and grow in a variety of ways from maximizing employment capabilities to acquiring the skills necessary for the renewal of their situational circumstances and the attitude for creating, at last, a learning community. Touching every citizen, it aims at the rejuvenation of community pride and serves as an agent of change for the betterment of life at the local level. It extends the opportunity for educational achievement to all its constituents.

> It emphasizes human and community renewal as the cornerstone of every activity and every curriculum. (Andersson, 1977, pp. 18-19)

As the CVC Program developed in its service role, its goal statement became more succinct. To illustrate, the goal statement of the CVC Program in 1981 read "is to enable individuals and communities to develop their optimal potential as active, informed members of society by ensuring that basic education, information, and training are available" (CVC Institutional Plan, 1984, p. 1).

The 1981 objectives of the program were listed in four broad categories - academic development, group development, personal development and employment development.

The objectives in the academic development category are to enable individuals to:

> 1. achieve a nationally acceptable and functional level of literacy,
> 2. achieve an academic level of preparation sufficient to compete in fields of employment to which they aspire,
> 3. obtain academic skills and knowledge required to achieve entrance to further study and training necessary to reach personal goals and occupational goals, and
> 4. explore, create and utilize educational resources to further their advancement toward personal goals and occupational goals. (CVC, 1981, p. 2)

The objectives for group development are to enable adult groups to:

> 1. operate as functionally productive bodies,
> 2. organize democratically-based structures which lead the community into opportunities where community concerns can be addressed,
> 3. relate and respond effectively to the expressed needs of the community, and

> 4. explore, utilize and develop resources and opportunities to further the advancement of the community. (CVC, 1981, p. 2)

Objectives for the personal development category are to enable individuals to: "1. achieve understanding of self and others, individually and collectively, 2. develop interpersonal and intrapersonal skills, attitudes and behaviours that will enhance balanced self determination, and 3. develop functional skills to adequately manage one's personal health and environment" (CVC, 1981, p. 3). Employment development objectives are to enable individuals and groups to: "1. compete successfully for the job to which they realistically aspire and maintain occupational competency in that field, and 2. enter the business world as entrepreneurs and maintain relevance and competence in the marketplace" (CVC, 1981, p. 3).

Personnel from the Field Services Division of Alberta Advanced Education, members of the Council of Community Education Committees as representatives of northern communities, and CVC staff subsequently generated a role and mission statement which has been adopted as both the current and long-term goals for the Community Vocational Centres.

> The mission of the Community Vocational Centres is the provision of learning situations and educational services that are of value to and are understood by the individuals residing in northern Alberta.
>
> The goal of the Community Vocational Centres institution is to enable individual northerners to develop to their optimal potentials as citizens of their communities and the larger society.

> In order to achieve this goal, Community Vocational Centres will:
>
> 1. facilitate the participation of each learner whether inside the classroom or outside the classroom, in the educational process from needs identification to self fulfillment;
> 2. provide for on-site learning activities through a variety of both traditional and non-traditional approaches;
> 3. provide support services for the learner; and
> 4. cooperatively utilize the services available from other institutions and agencies. (CVC, 1985, p. 2)

Summary

The goals for Community Vocational Centres were developed with primary input from community representatives who assisted in clarifying adult educational needs in north central Alberta. Staff from the Human Resources Development Authority, the Office of Program Coordination, the Department of Education, and the Department of Advanced Education played key roles in elucidating and defining the goals of the program in the 1970's. Refinement of goals and role statement in the early 1980's was a cooperative venture with CVC committees as represented by the Council of Community Education Committees, CVC staff and the Field Services Division of Alberta Advanced Education. This statement of goals represents the long-term goals of the institution.

Federal and Provincial Cooperation in Technical and Vocational Education

Historical Overview

Prior to 1960 the federal government assisted provinces with either grants or agreements for sharing capital and training costs for vocational, agricultural or technical education through various acts passed by the House of Commons. The Agricultural Instruction Act of 1913 provided grants to provinces for the support of agricultural training over a period of ten years. (Preitz, 1981, p. 8) A number of subsequent federal acts of significance to provinces as reported by Preitz in a timeline for vocational and technical education included: the Technical Education Act of 1919 for the promotion and development of technical and vocational education over a ten year period; the Youth Training Act of 1939 to assist training of the unemployed; the Vocational Schools Assistance Agreement of 1945 to assist in development of technical institutes and trade schools; and the Vocational and Technical Training Agreement Number 2 of 1957 which, for five years, provided for facilities and trades training for young adults. (pp. 8-12)

These acts had little direct impact on post-secondary education in northern Alberta except for the skilled laborers, tradesmen or professional people who moved into the area or, those who came on a short-term basis to complete projects. However, from 1960 to 1985, a number of federal-provincial agreements were entered into which had either indirect or direct impact on non-university post-secondary education, and in particular the Community Vocational Centres Program in north central Alberta. One such agreement between Ottawa and Alberta was the Technical and Vocational Training Assistance Agreement of 1961 which resulted from the Technical and Vocational Training Assistance Act of 1960.

Technical and Vocational Training Assistance Act (TVTA) 1960

The purpose of the federal Technical and Vocational Training Assistance Act was to decrease unemployment by providing for skill training at the secondary and post-secondary levels, vocational education teacher training, student support, and a cost sharing of capital expenditures between the two parties of the agreement. Seventy five percent of capital expenditures acquired were covered by the federal government up to 1963. After that year the percentage of participation dropped to fifty percent. According to Vladicka and Berghofer (1980) Alberta received seventy millions dollars in capital assistance during the operationalization of the act to the end of 1967. (p. 29)

The TVTA brought about the decentralization of non-university post-secondary education in Alberta. The provincial Institute of Technology and Art (later to be renamed the Southern Alberta Institute of Technology [SAIT]) at Calgary obtained a modernized campus and equipment. In 1962 the Northern Alberta Institute of Technology (NAIT) began to provide technical training on a large scale in

Edmonton. Alberta Vocational Centres (AVC's) were established at Edmonton, Calgary, and Fort McMurray (later to become Keyano College). The Alberta Petroleum Industry Training Centre (APITC) at Edmonton also began operations from grants awarded to the province through the TVTA.

While vocational education services were expanded and decentralized in Alberta between 1960 and 1967, the AVC at Fort McMurray was the only non-agricultural institution providing non-university post-secondary vocational education north of Edmonton. The Adult Occupational Training Act which was proclaimed in 1967 by the federal government provided additional financial assistance to adult education in the north.

Adult Occupational Training Act (AOTA) 1967

The federal AOTA marked the beginning of a withdrawal by the federal government to directly support technical education programs. (Vladicka & Berghofer, 1980, p. 71) The purpose of this Act was to increase employment and productivity through short-term training programs of less than one year each. Student training spaces were purchased from the province by the federal government through its Department of Manpower and Immigration. These purchases involved provision of reimbursement to the province of ninety percent of students' training allowances that the province provided. Training purchases were made for such programs as basic skill development or Basic Training for Skill Development (BTSD), apprenticeship training, educational and skill upgrading, and language development for new Canadians. (Preitz, 1980, p. 13)

Residents in north central Alberta benefitted from the federal purchases of programs from the province through support of academic upgrading and the Education Technician program at the newly formed Alberta Vocational Centre (AVC) located at Grouard in September of 1970. The vocational wing and the student residence were transferred from Northland School Division to the Division of Vocational Training of the Department of Education effective August 31, 1970.

Academic upgrading course purchases were made by Canada Manpower at AVC Grouard as well as with several Community Vocational Centres in 1971 following the completion of the first Education Technician training session at AVC Grouard. The first Community Vocational Centres to receive training benefits from the AOTA were at Big Prairie, Gift Lake, Slave Lake, McLennan, Grande Cache, Sturgeon Lake, and Wabasca.

Another agreement signed between the federal government and the provincial government, which had an impact on the beginning of the Community Vocational Centres Program, was the NewStart Corporation. Alberta NewStart began operating on an experimental basis in northeastern Alberta in 1967.

Alberta NewStart, Incorporated - 1967

Low standards of education among disadvantaged people were considered by the federal government to be factors directly affecting regional disparity according to Hubert, 1977. (p. 5) By midsummer of 1967 an agreement was signed between Alberta and the federal government (see Appendix B, page 325, for details of the Canada NewStart guidelines). As a result of this agreement, Alberta NewStart was incorporated as a non-profit society. Three training centres were established. One centre was established at Kikino, one at Fort Chipewyan and one at Janvier. DREE expected one of the three centres to involve the whole community, one to involve trainees and their families in a second centre, and one to be involved only with the provision of information to the community to assist with its development. In addition to these three centres in northeastern Alberta, a training and research centre which acted as the base for Alberta NewStart operations was established at Lac La Biche. The locations for these centres can be found in Figure 1, page 3. In the DREE publication titled Who Knows (1973), the main tasks of Alberta NewStart were:

> to discover the economic, social, and other obstacles to training, and to develop effective means to surmount them. The projects will be concerned with the training and retraining of all adults in the selected areas and, among other things, will develop programs for school dropouts, the unemployed, the underemployed low income workers, workers displaced or threatened by technological change and persons whose productivity is affected by a decline in primary industries. (p. 2)

According to Vladicka and Berghofer (1980), the purpose of Alberta NewStart was to "offer employment-related training and academic upgrading, primarily to native people, in Lac La Biche and several smaller native communities in northeastern Alberta" (p. 39). The NewStart project as it was summarized by DREE (1974) also had a community development aspect with the majority of the program being conducted by native people.

The report of this federal agency which was released in 1974 was titled Social Development and stated that:

> the social development component of the project may seem to to be concentrated only with counselling. However, this component has a separate section on community development which is itself referred to as a component. This suggests that the original component on social development has grown to something like a separate program with its own set of objectives. Among these objectives we may identify the evaluation of the community development process, information about the NewStart staff, interpretation of employment and other realities, awareness of rights and responsibilities, respect for native culture, identification and strengthening of relationships between the communities and their allies in the larger society, and the encouragement of participation in community programs. (p. 14)

The basic education component of the NewStart program used educational materials that were commercially available as well as locally developed instructional materials for people who were learning English as a second language.

A set of mobile units was acquired as facilities for the operation of the NewStart program in Lac La Biche. Facilities were leased in the other three communities. In 1970 operating funds for the four centres (Lac La Biche, Kikino, Fort Chipewyan, and Janvier) were withdrawn by the federal government. This resulted in the operation of the centres for only four years. Some NewStart funding was provided by the federal government to the Alberta Pe-Ta-Pun society which offered native programs at Lac La Biche, but with limited success. (Vladicka & Berghofer, 1980) The Alberta NewStart officially terminated its operation in August of 1972.

Although Alberta NewStart was short-lived, those who participated gained knowledge and experience in such areas as community involvement with education in disadvantaged areas, development and use of basic education learning materials for adults, and family and vocational counselling. The experience gained from the operation of Alberta NewStart had a direct impact on the initial operation of the Community Vocational Centres Program.

The demise of Alberta NewStart and the existence of myriad of unsolved social, educational and economic problems in north central Alberta coupled with the negotiations between the Alberta Human Resources Development Authority and DREE resulted in the two agencies signing the Canada/Alberta First Special Area Agreement. The signing of this agreement took place at Slave Lake at a special ceremony on May 13, 1970. (Office of Program Coordination, 1971, p. 2).

Prior to the signing of this Agreement, officials of the provincial Human Resources Development Authority (HRDA) met with educational officials and community leaders to review needs as they were voiced by the residents from the special area. HRDA (1969) considered education to be the key ingredient to positive social and economic development in the Lesser Slave Lake area. (p. 12) The HRDA Task Force (1969) also considered "education and training progress as necessary to enable local people to take advantage of new employment opportunities" (p. 12). Following consultations in 1969 of the HRDA task force with officials from both the provincial

Department of Education and the Canada Manpower Corporation, tentative plans were made to offer such programs as basic literacy, academic upgrading, vocational training, and job skills development. (HRDA, 1969, p. 12) These tentative plans became a part of the program to operationalize both the first and second agreements. The purpose of the first Agreement was to "facilitate priority action which could be commenced in 1970 for the implementation of the said plan" (DREE, Second Special Area Agreement, 1971, p. 1) for cooperative social adjustment programs and economic expansion in the Lesser Slave Lake area.

The provincial government was concerned that the intent of the first agreement would be realized. In 1970 that government allocated 1.1 million dollars so that it would receive "full mileage of the program" (HRDA, History of the Lesser Slave Lake Area, 1971, p. 2). Following the initiation of the First Agreement, the Second Special Area Agreement was signed. The Second Agreement provided for longer-range operationalization of federal and provincial plans for the Lesser Slave Lake area.

Canada/Alberta Second Special Area Agreement - 1971

The Second Special Area Agreement was in effect between April 1, 1971, and March 31, 1975. It replaced the First Special Area Agreement. This Agreement essentially extended the period of designation of the Lesser Slave Lake area as a special area and as a federal-provincial cooperative effort to follow "a plan for economic expansion and social adjustment" (Second Special Area Agreement, p. 1). The federal portion of funding for the Community Vocational Centres operations came through the social adjustment component of the Agreement.

Federal funding for social adjustment programs was on a fifty-fifty cost shared basis. Two successful programs initiated during the term of the Agreement and which have continued since 1975 under cost shared programs under the Canada-Alberta North Agreements are the Employment Relocation Counselling program and the Opportunity Corps program. (Adam, 1979, p. 3) These programs are operated in several of the isolated communities of north central Alberta where CVC's also operate. Cooperative activities occur according to needs and resources.

The total federal contribution to economic and social adjustment programs in the Lesser Slave Lake area between 1971 and 1975 was $7,105,375 in addition to loans to the province of $4,000,410. (Adam, 1979, p. 2) Over five million dollars was spent for adult education programs including both federal and provincial contributions during the period of the Agreement. Further details are shown in Appendix G, page 409.

The implementation of the Agreement was considered a success. Adam (1979) implied this when he said:

> The creation of the Special Area Agreement and development that took place was due to a committed, cooperative and coordinated effort by all levels of government. The inter-relationship of dedicated people in the planning and implementation process

> was a vitally important factor in the progress that took place. (p. 4)

Canada-Alberta Subsidiary Agreements

A series of agreements, according to the 1976-77 DREE annual report, were proposed to increase "development in the western northlands and more involvement by northern residents in the economic and social development of their region" (p. 101). The first subsidiary agreement on Alberta North superseded the Lesser Slave Lake Special Area agreements. It was signed March 11, 1975, and was to continue to 1976; but was amended in 1976 and was extended to March 31, 1977. Over fourteen million dollars were committed by the federal government on the basis of matched grants by the province. General objectives of the agreement were to "improve incomes and employment opportunities, living standards and community facilities in northern Alberta, by enabling the people of the area to participate more actively in northern development" (DREE, 1975, p. 43). Hubert (1977) indicated that funds were used for projects other than direct adult education. (p. 358) However, the Community Vocational Centres became involved through facilitating such projects as the wiring of houses, building of residences and public buildings, and building of kitchen cabinets in the isolated communities of north central Alberta through the provision of vocational and technical instruction. All materials were provided by and through other departments. To a lesser extent, CVC's became facilitators for the delivery of local leadership and land tenure information programs provided by funding through other departments.

Conclusion

In this chapter the adult education goals of the provincial and federal governments were discussed. Goals for the CVC Program were also discused. The roles of both the province of Alberta and the federal government in achieving these goals was discussed in the latter part of this chapter. In the next chapter, the operationalizing of CVC institutional goals will be reviewed.

Chapter IV

Operational Details of the Community Vocational Centres Program

Introduction

In the previous chapter goals of adult education which affected the establishment of the CVC Program were discussed. Goals of the institution itself were also discussed. Because both the federal government and the provincial government were actively involved in the process of establishment of adult education goals and the support of the achievement of those goals in north central Alberta, cooperative efforts were discussed.

In this chapter the development and operations of the CVC Program which were the result of a response to educational needs for adults in north central Alberta will be discussed. This chapter includes sections which deal with: Coordination; Community Vocational Centres Supervision; Education Technicians; The Education Committees; Council of Community Education Committees; Organization, Administration, and Finance; Programs and Instruction; Students and Student Services; and Support Services.

Coordination

With the social, economic, educational, and infrastructure needs in north central Alberta, the provincial government of the late 1960~~'s~~ was able to secure funding to alleviate some of the difficulties experienced by northern residents. The province recognized that the northern area of Alberta was but a part of a larger area known as the Western Northland (Mansell, 1970) and was characterized by: great resource potential, underdeveloped resources, lack of basic services, isolation, immobility compared to people living in the southern portion of the province, and relative poverty compared to people living in urban areas.

The resources provided by the province and by DREE to the north central part of the province were not to be given equally to provincial departments providing services to northern Alberta but were to be coordinated by a provincial authority with input from the provincial departments, agencies, and community associations. The Human Resources Development Authority (HRDA) was the provincial agency established to provide regional coordination rather than program initiation. According to HRDA (1969) the authority for regional coordination:

> was created to provide coordinated development and supervision of specific programs designed to develop human and physical resources in regions characterized by social and economic adjustment problems.
>
> The first such region designated by the Authority was the Lesser Slave Lake region where socio-economic problems had reached a point of immense proportion. (p. 2)

Even though the provincial coordinating body, HRDA, was viewed by some government departments as the creation of another department, this was not the case as reported by Gilliat (1973). HRDA was to coordinate resource allocations to the various provincial departments concerned with northern development. Attempts were made by HRDA to provide joint and cooperative efforts rather than competitive efforts to deal with the social, economic and educational needs which were prevalent in this area.

Regional Coordination

HRDA was established as a result of the White Paper on Human Resource Development adopted by the provincial legislature in 1967. (Gilliat, 1974) Gilliat indicated that HRDA "was to be the vehicle which hopefully could respond to the demands of disadvantaged people throughout the province" (p. 2). For north central Albertans this provided an opportunity to proceed beyond the motivating activities of the federally-sponsored Company of Young Canadians and the provincially-sponsored Community Development Officers. The Lesser Slave Lake Development Association, formed in July of 1968 by people from twenty communities, requested action of the provincial government to resolve the socio-economic problems of the area. Within two weeks, an investigating committee of the provincial Cabinet made several recommendations, one of which was to provide "positive coordination of government services in the area" (Gilliat, 1974, p. 3). The Lesser Slave Lake Development Association requested the province appoint a regional coordinator who would live in and operate in the Lesser Slave Lake region. In October of 1968 the province appointed Neil Gilliat as regional coordinator at a meeting held in Kinuso.

HRDA appointed a six-member task force, headed by the newly appointed Regional Resource Coordinator, to coordinate other agencies concerned with social and economic conditions and development activities in the Lesser Slave Lake area. (HRDA, 1969, p. 9) The mandate of the task force was to act as an agency which was to respond to needs expressed by community associations, departments and agencies. However, it was not to initiate change or make choices for people in the area. The task force prepared community inventories and worked with community leaders to assist their communities in planning and implementing a development program. The task force by its mandate was to have a life cycle of two years. During that time, community leaders were encouraged to work through existing departments and agencies to prevent the leaders from becoming dependent on the temporary committee. The task force considered the educational needs and their facilitative efforts as reported in HRDA in Alberta (1969):

> The task force has consulted with community leaders and education officials to assess the educational needs of the area. Studies indicate that real social and economic development is impossible without improving the educational level of the area. Initial meetings revealed a need for an improved system of educational services for both adults and children. The task force regards education and training progress as necessary to enable local people to take advantage of new employment opportunities.
>
> The task force consulted with officials from Alberta Vocational Training (AVT) of the Department of Education and Canada Manpower Corporation (CMC). Tentative plans include programs of basic adult literacy, school level upgrading, vocational training and on job skills development.

> The AVT officials committed their agency to give special emphasis to the educational skills training needs of the labor force in the Slave Lake area. The AVT programs are coordinated with CMC training and employment services to increase the scope of opportunities for local people. (p. 11)

The task force requested that the Lesser Slave Lake area be included as part of an incentive program to be funded by the federal government. This request was refused. The task force then requested the province to submit proposals to the federal government in hopes of designating the Lesser Slave Lake area as a special area by the federal government. Following the signing of the Canada/Alberta First Special Area Agreement in 1970, program coordination became a large task which is discussed in the section Federal and Provincial Cooperation.

Regional Management and Coordination

Regional offices of provincial and federal departments received input regarding area needs and priorities for economic, social and educational programs from regional organizations, municipal governments as well as individuals. This flow of input is shown in Figure 8, page 114. Proposals from individuals or groups of individuals were forwarded to the Regional Management Committee who accepted them to determine if the proposal would fit into the terms of reference and the budget allocations that were described in the Special Area Agreement. (HRDA, 1972) HRDA indicated that the Committee "coordinates the activities of agencies where two or more are involved in a single project or where two or more

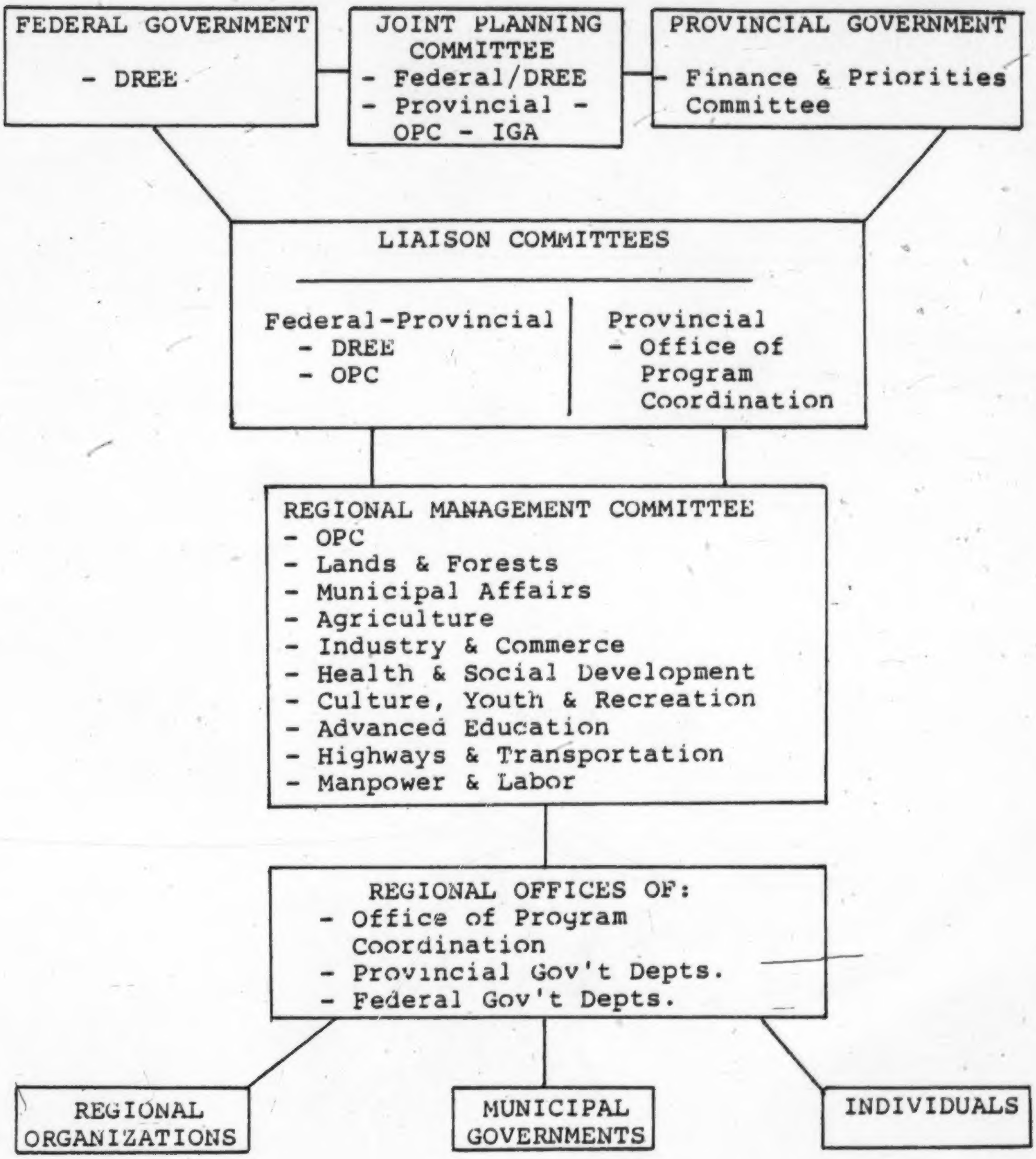

FEDERAL GOVERNMENT
- DREE
JOINT PLANNING COMMITTEE
- Federal/DREE
- Provincial - OPC - IGA
PROVINCIAL GOVERNMENT
- Finance & Priorities Committee
LIAISON COMMITTEES
Federal-Provincial
- DREE
- OPC
Provincial
- Office of Program Coordination
REGIONAL MANAGEMENT COMMITTEE
- OPC
- Lands & Forests
- Municipal Affairs
- Agriculture
- Industry & Commerce
- Health & Social Development
- Culture, Youth & Recreation
- Advanced Education
- Highways & Transportation
- Manpower & Labor
REGIONAL OFFICES OF:
- Office of Program Coordination
- Provincial Gov't Depts.
- Federal Gov't Depts.
REGIONAL ORGANIZATIONS
MUNICIPAL GOVERNMENTS
INDIVIDUALS

Figure 8. Lesser Slave Lake Special Area Program Administrative Structure, 1972-73

Taken from: Research and Planning Division, Human Resources Development Authority; Annual Report - Lesser Slave Lake Special Area; Edmonton, 1972 projects overlap and their effectiveness can be enhanced by working together" (p. 2). Gilliat (1973) indicated that the Regional Management Committee provided opportunity for "communications with the grass roots to government programs and planners" and gave government departments "a voice and a feeling of accomplishment in conducting regional matters" (p. 17). The Regional Management Committee included representation from nine provincial departments as well as regional representation. Meetings were scheduled twice per month.

The Office of Program Coordination (OPC) which succeeded HRDA, represented individuals, municipal governments and regional organizations such as the isolated communities, the Metis Association and the Indian Regional Council on the Regional Management Committee.

Five provincial and five federal representatives formed the Joint Planning Committee which, according to HRDA (1972), met from April, 1971, to August of the same year to advise ministers of departments represented on the Regional Management Committee regarding such matters as:

> 1. the identification of measures to facilitate economic expansion and social adjustment in the Province generally;
>
> 2. the identification of possible special areas or the modification of the present special area, within the context of the development of the provincial economy;
>
> 3. the need for appropriate means, progress and results of consultations with the people of the special area or areas and with appropriate groups and agencies including federal and provincial departments and agencies that will facilitate the preparation and implementation of development plans, programs and projects;

> 4. the preparation of development plans for the special area or areas and the identification and definition of measures, programs and projects necessary for the execution of plans in the special areas; and
>
> 5. to conduct an annual review of cost shared programs for the purpose of considering and recommending to the ministers whether any new projects or programs should be added thereto or any other revisions thereof should be made. (p. 3)

The Joint Liaison Committee included representation from the federal (DREE) and provincial government (OPC). This committee held the decision-making power regarding allocation of funds for the special area. Its mandate to allocate funds was from the Joint Planning Committee through the federal government represented by DREE and through the provincial government represented by the Finance and Priorities Committee. Proposals were given to the Liaison Committee by the Regional Management Committee as indicated in Figure 8, page 114. The provincial liaison committee was responsible for authorizing or rejecting requests for project funding. It was also responsible for keeping the deputy ministers of the nine provincial departments represented on the Regional Management Committee informed. The Liaison Committee, including representatives from both federal and provincial governments, approved fund allocations within the terms of the Special Area Agreement and transferred the funds to the provincial department directly involved with the project.

Estimates for adult education budgets were made jointly by the Office of Program Coordination and the Regional Planning Committee. From 1970 to 1972, adult education projects were handled through the Division of Vocational Education of the Department of Education. In 1972 vocational education for adults was transferred to the newly formed Department of Advanced Education. Adult education budget estimates for the Special Area (see Appendix G, page 409) according to the Government of Alberta (1973) are indicated in Table 8.

Table 8

Budget Estimates for Adult Education Projects in the Lesser Slave Lake Special Area - 1970 to 1974

Year	Amount in dollars
1970-71	727,000
1971-72	1,236,000
1972-73	1,152,042
1973-74	1,932,740

Taken From: Office of Program Coordination, 1975.

The coordination of projects, budgets and expenditures in the Lesser Slave Lake Special Area was conducted through the office of the Vocational Training Coordinator for northwestern Alberta.

Coordination of Adult Education

The coordination of vocational training in northern Alberta began through the Division of Vocational Education of the Department of Education. After the designation of the Lesser Slave Lake area as a special area with both provincial and DREE funding, the Minister of Education, Hon. R. Clark, requested full time coordination for the special area.

Mr. Perry assumed the position of coordinator. He gave direction and supervision to all adult vocational training programs administered by the Department of Education in north central and northwestern Alberta. Further details of the duties of the coordinator are included in the content of Appendix I, page 425.

In 1971, the Director of the Division of Vocational Education, Mr. J. Mitchell, was responsible for operations of the two institutes of technology (NAIT & SAIT), the Alberta Vocational Centres, the Alberta Petroleum Industry Training Centre, Community Vocational Centres and Alberta Vocational Training. The Coordinator of Vocational Training, Mr. Perry in 1971, reported to J. Mitchell, Director of Vocational Education.

In February, 1971, the Minister of Education was advised by the Hon. J. D. Ross, provincial Minister of Lands and Forests, that 1.7 million dollars for adult training had been allocated to the Lesser Slave Lake Special Area. The Coordinator's Office was given the responsibility to budget and monitor expenditures for AVC Grouard, Community Vocational Centres, and Vocational Rehabilitation for Disabled Persons (VRDP). Thirty-five thousand dollars was allocated to the Coordinator's Office "where clients can seek vocational counselling" and "will also be used as the administrative centre for the Isolated Area Programs" (Summary of Anticipated Training Activities in the Lesser Slave Lake Development Area, 1971, p. 2).

Following meetings with native groups, community organizations and senior officials of the Department of Education, the Coordinator of Vocational Training for northern Alberta arranged for the hiring of a supervisor of paraprofessional training. R. Janz was hired and became the first supervisor of this program that was made available at AVC Grouard. As well, a supervisor for the mobile satellite centre was hired, R. Andersson, who later became the first supervisor of the Community Vocational Centres.

As industrial development increased and as the capabilities of northern training institutions also increased in the early 1970's, so did the responsibilities of the Coordinator of Vocational Training. According to the position description for the Coordinator of Vocational Training given in 1973 by the Department of Advanced Education, the Coordinator had the following responsibilities:

> a. establishing and maintaining extensive communications and high measures of rapport with industry and business, particularly those in northern Alberta;
>
> b. assisting industry in the identification of training needs; and
>
> c. defining and assessing the various training mechanisms possible to respond to needs identified in 'b' with consideration of innovative training delivery procedures in ensuring that appropriate training programs are implemented to fulfill identified needs. (p. 1)

By 1973 the Coordinator, in addition to fulfilling his position responsibilities, was also cooperating with the following sections of the Department of Advanced Education:

Special Programs, Learning Resources, Further Education, and Technical/Vocational Education. Working relations were established and maintained by this individual and his staff with the industrial sector of northern Alberta, and both public and private training institutions. In addition, native associations; the federal Departments of Manpower and Immigration and Indian Affairs; the provincial Office of Program Coordination; the provincial Departments of Social Development, Manpower and Labour; and Northern Affairs were specifically contacted regarding training needs and implementation strategies.

In 1974 the Coordinator's Office was part of the Regional Services Unit (RSU) of the Department of Advanced Education. In late 1975 this Department removed the Coordinator's Office from Slave Lake partially because: training programs were well under way; the Special Area Agreement had expired; and the CVC Supervisor assumed full responsibility for the operation of the Community Vocational Centres that were under the direction of the Assistant Deputy Minister, Field Services Division, Department of Advanced Education.

Supervision of the Community Vocational Centres Program was conducted by the CVC Supervisor. The development of supervision, the role and activities of the President, and issues which were part of the President's operational challenges are described in the following section.

Community Vocational Centres Supervision

In August, 1970, the Alberta Government passed a special warrant which provided $130,000 operating funds to Vocational Education in the service area. (Janz, 1971) Two positions were designated - one to supervise paraprofessional training at AVC Grouard and the other to open and supervise satellite centres which soon became known as Community Vocational Centres.

The supervisor of the CVC Program was chosen in a manner consistent with the original philosophy of the program - that of grass roots participation in education. It was felt by residents in the Lesser Slave Lake area that little community involvement in isolated and unincorporated communities had occurred in the past with formal education endeavors. Involvement of the community representatives with the Department of Education in selecting a supervisor was viewed as an important step in local decision making. Although the incumbent to the supervisory position, K. O. R. (Rudy) Andersson, had become familiar with the Lesser Slave Lake area in 1970 and, although the position was approved by the Department of Education on June 3, 1970, Mr. Andersson was not officially hired to the position of supervisor until July 2, 1971.

The traditional method of senior officials and a representative from the Personnel Section of the Department of Education was modified to provide for direct input by the people in the communities where programs were being requested. Three citizens indigenous to and representing the

Lesser Slave Lake area formed a committee with the area coordinator and representation from the Personnel Division of the Department of Education, to select a supervisor for what was then considered a "project" of the Department of Education. The new and first supervisor of the project, R. Andersson, then worked with the area coordinator, the citizen's committee, the Department of Education, and the new supervisor of AVC Grouard to arrange for an acceptable method of delivering adult educational services. The advisory committee terms of reference had already been accepted by the Department of Education, HRDA, and DREE as presented by the Coordinator of Vocational Training. A budget was provided and the second graduating class from AVC Grouard was available to the CVC's. All that was remaining was to operationalize the goals for the CVC Program.

The project's supervisory position was supervised by the Vocational Training Coordinator for the Department of Education at the time of the inception of the CVC Program. After CVC's came under the jurisdiction of the newly formed Department of Advanced Education, the CVC Supervisor reported on a staff basis, to the Director of Technical/Vocational Manpower Program Services until 1975 when direction of the CVC Program, along with other Provincially Administered Institutions, became the responsibility of the Assistant Deputy Minister, Field Services Division. By 1980 the designated title of President was accepted by the CVC Supervisor. The term 'President' will be used in succeeding textual material to refer to either CVC President or CVC Supervisor.

The original description of the position of President specified six duties which required immediate attention along with other on-going duties and responsibilities. The President was to give immediate attention to preparing plans for: programs, budget estimates, trainees to be served, capital equipment, staffing, and schedules.

The role of the CVC President according to Andersson (1980) in addition to the above responsibilities included:

> - identify broad educational discrepancies for a general region of the province,
> - contact and develop Community Vocational Centres in specific localities where the need is clarified,
> - consult with locally-elected committees in the development of locally-applicable education programs,
> - convene a general assembly of northern committees to gain advice on policy direction as well as to keep the representatives accountably informed as to government effort and expenditure in the CVC program,
> - structure a central service delivery staff in conjunction with CVC committee input, and
> - review and evaluate local programming in conjunction with local committees. (p. 2)

The newly appointed supervisor attempted to develop a CVC spirit - that of "horizontal delivery" meaning that the Supervisor operated as a facilitator working alongside the communities. (personal interview with R. Andersson, May, 1983)

"The overriding philosophical aim is for training to begin where the people are and to take them where they feel they need to go" (CVC Institutional Evaluation, 1979, p. 18). The supervisor's actions, while dedicated to this aim, were also expected to fit the departmental policies for other non-university post-secondary institutions. Since the philosophy of the program has not changed over the past decade, it is held accountable to the local education committees and to the Department of Advanced Education and Manpower.

In the chapter titled The Coordinator Role in Isolated Alberta Communities, Card (1975) placed the accountability pattern for this administrator in its cultural and organizational context. (The acronym CEC refers to Community Education Coordinator which is synonymous with the term CVC President.)

> The processes of social control by which CVC's and the CEC role deal with threatening deviancy are complicated by the fact that two social control patterns are involved. One is the traditional Cree pattern of ridicule and peer influence which is preferred to punitive action or authoritarian decree in the cases of Educational Management Committees and local isolated communities. The other is the pattern of control that is common in complex organizations - withholding budget, reprimand, stalling decision-making, ignoring, coercive ruling, withholding promotions or salary raises, and dismissal or threat of dismissal. Within the first pattern, the CEC could quickly be estranged and without influence if his deviancy took the form of being an organization man among his 'peers,' the native people associated with CVC's. Within the second, the CEC could be labelled a deviant and treated as such for not conforming to organizational norms. Most of the organizational norms which apply to civil servants generally do not specifically apply to the CEC in much of his work,

> which involves being a community developer, an innovator, an animateur, a bearer of trust for local people, and spokesman for their views and aspirations. Incongruities of the two social control patterns tend to complicate the CEC role and contribute to its insecurity within government systems. (pp. 38-39)

Time and process were perceived to be essential components of the operation of the CVC Program relative to northern community standards. Procedure and practice were perceived to be essential components of institutional operation relative to government regulations. Again accountability to two entities - government regulations and community practices - placed the President in a position of perceiving pressures, particularly when roles of the two entities appeared to differ. Andersson (1976) alluded to the difficulty from the standpoint of the population being served when he wrote the following:

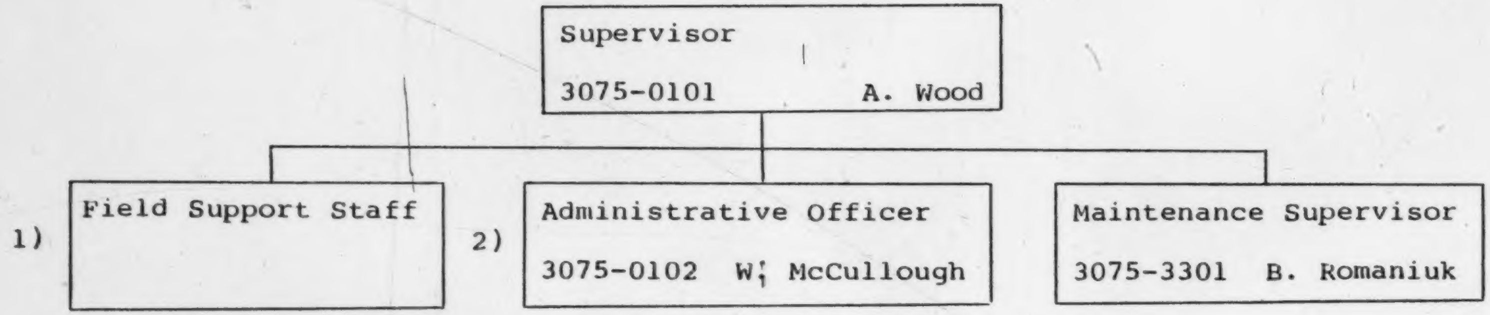
> Over the years a number of departmental officials have been intent upon "regularizing" the operation.
>
> In a number of areas, if that had been achieved, it would have killed the spirit of the program because few, if any, of these standards imposed by government in general can be met by these communities. For example, few, if any, of the buildings occupied would meet health, first aid or safety standards. Daycare services continue to be impossible because southern standards are decades ahead of the wherewithall of these people. By past indications these people show a silent rejection for externally funded monuments which, at relatively enormous cost, drop facilities into their communities which are a century advanced over what they have to live in themselves. The CVC experience shows the desire of these people for services when adjusted to standards they themselves help to set. Every sub-standard CVC building has been a local choice. It is their belief, if more government money is to be involved, it should first be translated into better home facilities (in which they have had a direct hand in improving).

> The CVC's regard themselves as a temporary program. It owns no buildings nor has it developed any campus. Despite this condition some departmental officials fear it is becoming a permanent program. The fear shows how wide the gap is, between people who influence the policies that affect the lives of northerners and the northern people themselves. One of the major failings of government services over the years is a result of well meaning politicians relying on the "expert" advice of officials who have never lived in a deprived northern settlement.
>
> Four (4) years ago (1972) after discussions with Mr. J.P. Mitchell, the Program solved a transportation dilemma and avoided purchasing a costly bus simply by initiating a student mileage scheme based on a payment of 3 cents per student per mile payable to the driver of a car pool.
>
> This scheme never came forward into the regulations. It was ignored therefore reopening the transportation difficulties again. Today, if a student commutes 14-1/2 miles (one way) he gets nothing, but if he travels 15-1/2 miles, he gets the full treatment. Five people can independently come from 16 miles distance and draw many times more than the innovative (and locally accepted) scheme cost before.
>
> But where the distance is 14 miles there is pressure for the government to provide a bus. (pp. 2-3)

To northern rural people who felt formal education was a type of imposition from outside, the approach exercised by the President of the CVC Program provided for democratic processes to occur for education within each community requesting educational services. The President provided the opportunity to elected representatives from unincorporated communities to be involved in participatory management of the adult education processes and programs. The judicious delegation of authority to the local committees permitted the exercise of leadership roles while at the same time resulting in the committees experiencing the consequences and implications of their decisions.

Supervision of the CVC Program was considered to be along staff rather than line relationships. (CVC Institutional Evaluation, 1979) Until 1981 subdelegation of the function areas by the President included administration, instruction, and counselling services. Increased demand for short skill courses and increased demand for high school credit courses resulted in the formation of two instructional function areas. Academic Services and Technical-Vocational Services. As enrollment and course offerings continued to increase, a learning resource component which included Education Media Services and Computer Services, Academic Services, Technical-Vocational Services, Continuing Education, and Special Projects were combined under the title Instructional Services. Counselling Services was placed under the umbrella of Student Services. The Registrar's Office and Employment Placement were also included in the Student Services section.

In 1972, the President and Administrative Officer essentially made up the management component of the CVC Program. By 1985, the management component included the President, Vice President, Director of Instruction, Director of Finance and Administration, and Director of Student Services. Figures 9 and 10, pages 128-129, depict the changes in the role of the President with respect to staff and scope of services. However, the basic role of the


Supervisor
3075-0101 A. Wood
1)
Field Support Staff
2)
Administrative Officer
3075-0102 W. McCullough
Maintenance Supervisor
3075-3301 B. Romaniuk

1) included two field supervisors and one program development coordinator

2) supervised clerical staff, stockkeeper and van drivers

Figure 9. CVC ORGANIZATIONAL CHART
1974

Taken from: CVC records

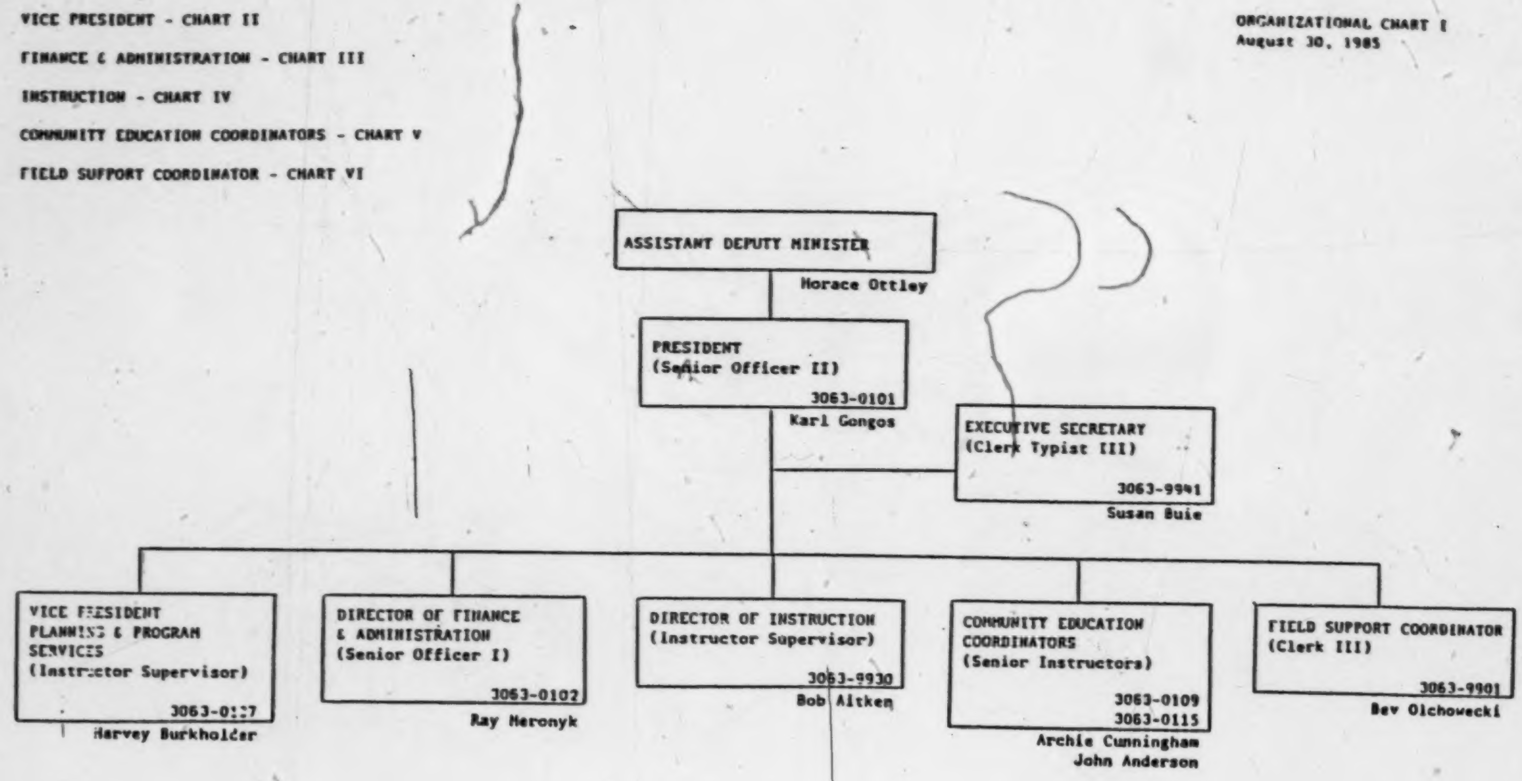

VICE PRESIDENT - CHART II
FINANCE & ADMINISTRATION - CHART III
INSTRUCTION - CHART IV
COMMUNITY EDUCATION COORDINATORS - CHART V
FIELD SUPPORT COORDINATOR - CHART VI
ORGANIZATIONAL CHART I
August 30, 1985
ASSISTANT DEPUTY MINISTER
Horace Ottley
PRESIDENT
(Senior Officer II)
3063-0101
Karl Gongos
EXECUTIVE SECRETARY
(Clerk Typist III)
3063-9941
Susan Buie
VICE PRESIDENT
PLANNING & PROGRAM
SERVICES
(Instructor Supervisor)
3063-0127
Harvey Burkholder
DIRECTOR OF FINANCE
& ADMINISTRATION
(Senior Officer I)
3063-0102
Ray Meronyk
DIRECTOR OF INSTRUCTION
(Instructor Supervisor)
3063-9930
Bob Aitken
COMMUNITY EDUCATION
COORDINATORS
(Senior Instructors)
3063-0109
3063-0115
Archie Cunningham
John Anderson
FIELD SUPPORT COORDINATOR
(Clerk III)
3063-9901
Bev Olchowecki

Figure 10. Community Vocational Centres

Taken from: CVC records

President has continued to be the same over the reporting period of this study. The President considers the advice given by the CEC's and the CCEC and the counsel given by these committees. The President provides overall direction and supervision to the institution.

Institutional Status and Tenure

CVC's began as a project of social and educational innovation as well as initially having term funding through the Special Area Agreement. This placed program supervision as well as programs into a non-permanent framework. Card (1975) pointed to potential uncertainties in the role of the CVC President. In enumerating the problems of uncertainty in the mid 1970's, Card indicated that: success at eliminating illiteracy could result in abandonment or adaptation to other purposes; because dependence on government support was strong, changes in government policy could quickly change CVC operating status; the need for consideration to be given to student intake/exit flexibility and the seasonal nature of occupations and weather conditions "contributes to the peaks and episodic character of the CEC's work, a potential source of role conflict as the administrative calendarized expectations also are incorporated into the role" (p. 37).

The Department of Advanced Education and Manpower, according to a former senior official, did not get a clear indication of underlying CVC objectives. The CVC's were considered to be giving messages of mixed priorities. Were CVC's to be dealing with processes of development of remote communities or were they to deliver vocational preparation programs? Field Services Division in the mid 1970's expected ~~programming~~ programming in CVC's to be ad hoc and of a temporary nature thus closing after a period of operation. CVC's had not provided for an understanding of the underlying operational goals and the way the CVC administration was evaluating those goals. Alternatively, the northern communities were no longer agitating government for services as had been done in the 1960's, but seemed to be agitating for continued existence of CVC's when their continuance appeared to be in jeopardy. The challenge to the President in the mid 1970's was to clearly enunciate the CVC goals and objectives so they could be evaluated on those terms while at the same time listen to program needs of people who were at differing levels of local leadership development. Again Card (1975) outlined the problems associated with institutional status and an innovative program when he stated that:

> institutionalization as a basic process seems to lag so far as CVC's are concerned. While recognized as useful learning centres and apparently making educational gains with native adults no other agencies have made, CVC's have yet to obtain the security of an autonomous "niche" or identity within government administrative structure. This problematic institutionalization of CVC's appears to divide and dilute the CEC [President] role, as part of the role energy is used to 'sell' the importance of CVC'S and to crusade on their behalf, not to local residents who can assess CVC usefulness for themselves, but rather for regional and higher levels of government where CVC innovativeness and unconventionality are more likely to be misrepresented, misunderstood and mistrusted. (p. 38)

The CVC Program was seen in the mid 1970's by Andersson (1976) as a program that concentrated on "developing a sense of local ownership of the program and have focused on the non-capital intensive instruction that is acceptable to these communities" (p. 2). (This topic will be fully discussed in two subsequent sections: Education Committees and Assessment of the Community Vocational Centres Program.)

During the latter half of the 1970's, the Field Services Division of the Department of Advanced Education and Manpower began a formal process of evaluation of the Provincially Administered Institutions (PAI's) which included the Alberta Vocational Centres (AVC's), Alberta Petroleum Industry Training Centre (APITC), and the CVC Program. The presidents of these institutions agreed that each institution would complete an internal evaluation with an executive assistant to the Assistant Deputy Minister who would compile the information to be printed. The CVC's internal evaluation was completed early in 1979. Following this internal evaluation, an external review committee, or "visiting committee" as it was termed by the Department, toured centres, reviewed the CVC's report, interviewed staff and students, and subsequently wrote a report and provided a set of recommendations which was completed in May of 1979. The purpose of this evaluative process was to encourage institutions to look at their roles, their role perceptions, and areas where organization and service issues might be addressed. The President of CVC'S critiqued the visiting committee's report in 1980. During the 1980-81 fiscal year, CVC staff completed a follow-up chart of the visiting committee recommendations to indicate the status of each recommendation and action taken to that date.

Until 1982, the CVC Program was functioning as a project, but without legislated mandate and was under the administration of the Field Services Division of the Department of Advanced Education. On April 1, 1982, the CVC Program was formally included under PAI regulations with full institutional status. However, by July, 1983, when the CVC President left, the Department of Advanced Education elected to review the status of the CVC Program. The Council of Community Education Committees became aware of a possible amalgamation with AVC Grouard and as a result requested an audience with the Minister of Advanced Education, Hon. R. Johnston, to present their views regarding the status of CVC's. Although this audience was not granted by the Minister, in December of 1983 the Minister was represented by the Deputy Minister, H. Kolesar, and the Assistant Deputy Minister of Field Services, H. Ottley, at a series of meetings which were held in Slave Lake. Meetings were held separately with the CCEC, with Town of Slave Lake representatives, with the Slave Lake Chamber of Commerce, and with CVC staff. Following these meetings and in the early summer of 1984, the Minister indicated that CVC's would remain intact and that advertising for the president's position would occur. In the interim an acting president was appointed. The Acting President held office for one year (from July 1, 1983, to June 30, 1984) after which K. Gongos was appointed President by the Minister. This action assured a new phase in providing regional adult educational services with the President and the institution having a clear and supported mandate.

Environment and Conditions Affecting Supervision

In 1971, the Division of Vocational Education allocated approximately $350,000 for capital and loan assistance to the CVC Program through the federal/provincial Agreement. (Janz, 1971) HRDA imposed time limits as a result of dates specified in the Agreement, namely that capital expenditures were to be cleared by March 31, 1972. The President met with representatives of the different communities to obtain ideas where the capital funds should go. Two requests evolved in the communities surveyed: employment and buildings that could be used as vocational centres.

On the one hand, program supervision could not proceed until facilities were in place for programs to operate. On the other hand, facilities were needed in order for programs to function, and the development of facilities was considered an educational program in itself and operated consistent with the practice of community input. The first CVC's were constructed quickly and had local input in terms of planning and labour. Each CVC was constructed with consideration given to the communities' stated needs and standards with advice available through the President. Each complete CVC costs approximately $6,000. Buildings were constructed in Trout Lake, Peerless Lake, Cadotte Lake and Calling Lake. Time constraints resulted in a trailer being set up at Little Buffalo. These communities are shown on the map in Figure 11, page 136. In the other communities, instructional space was rented according to the availability of shelter and according to the economic and market conditions of the communities. This meant that in communities without electric power (e.g. Cadotte Lake, Little Buffalo, Loon Lake, Peerless Lake, Trout Lake and Sandy Lake) portable power plants were acquired to provide power for lights and for the operation of audiovisual equipment. Heat in the early 1970's was provided by wood or stove oil in the isolated communities. In such semi-isolated communities as Calling Lake, East Prairie, Gift Lake, Atikameg, and Big Prairie, propane provided the main source of heat. Through consultations with the local adult education committees in the early 1970's, local employment was provided for those who supplied wood for fuel, for CVC janitors, for local labor in the construction of the facilities, and for periodic maintenance. In numerous cases, full-time instructors were from the community. Where possible, local people were hired for requested short courses. By the mid and late 1970's people were employed directly by the CVC's for student transportation, CVC maintenance, part-time secretarial help and for instruction. During the first half of the 1980's, direct local CVC employment was primarily related to instruction and student transportation.

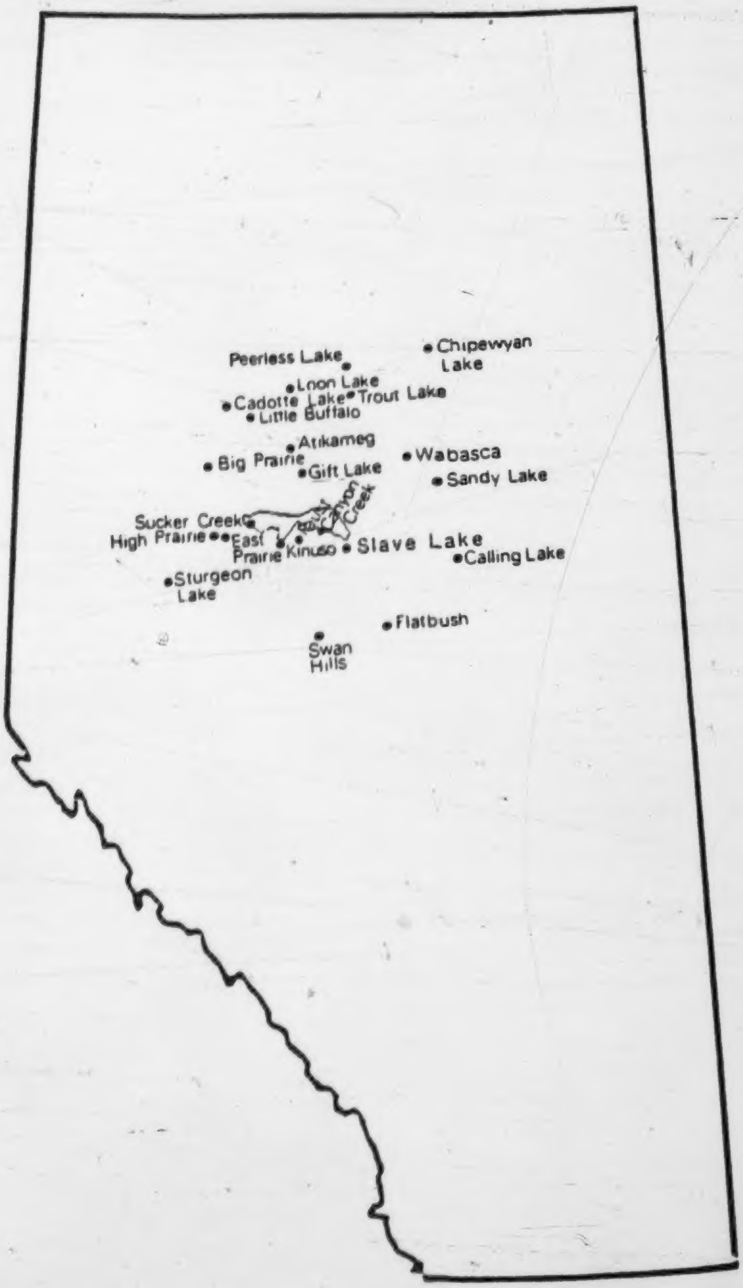

Peerless Lake
Chipewyan Lake
Loon Lake
Cadotte Lake
Trout Lake
Little Buffalo
Atikameg
Big Prairie
Gift Lake
Wabasca
Sandy Lake
Canyon Creek
Sucker Creek
High Prairie
East Prairie
Kinuso
Slave Lake
Calling Lake
Sturgeon Lake
Flatbush
Swan Hills

Figure 11. Communities served by Community Vocational Centres (excluding Mackenzie North)

Table 9

General Access Roads to Communities With Community Vocational Centre Programming for 1971 and 1985

	1971			1985		
	Dirt	Gravel	Pavement	Dirt	Gravel	Pavement
ATIKAMEG	X				X	
BIG PRAIRIE		X			X	
CADOTTE LAKE	X				X	
CALLING LAKE		X			X	
CANYON CREEK		X			X	
CHIPEWYAN LAKE	no road/winter trail			no road/winter trail		
EAST PRAIRIE	X				X	
FAUST		X			X	
FLATBUSH		X			oiled	
GIFT LAKE	X				X	
KINUSO		X				X
LITTLE BUFFALO	X				X	
LOON LAKE	X				X	
PEERLESS LAKE	X				X	
SANDY LAKE	X				X	
SLAVE LAKE			X			X
SMITH		X				X
SWAN HILLS		X				X
TROUT LAKE	X				X	
WABASCA		X			X	

Taken From: CVC records and from interviews

During the 1971-72 academic year, the President and one field worker were the only two staff contacts for communities other than the Coordinator of Vocational Education and the vocational counsellor with the Coordinator's office, both of whom had responsibilities outside the CVC service area as well as within the service area. Since the CVC Program was committed to serving the communities in remote areas of the province through consultation and with community involvement where little had occurred in the decade previous to 1970, it was important that communications be frequent and transportation be handled efficiently. Problems existed from the beginning since many roads were in poor conditions or could be travelled only when frozen. Table 9, page 137, provides comparisons of access road conditions to communities in 1971 and in 1985. Since many isolated communities relied on portable power plants in 1971, telephone communications were sporadic and limited as indicated in Table 10. These transportation and communication conditions necessitated numerous community meetings. Early supervision also involved administration, contacts with head office and regional agencies and general instructional supervision.

Table 10

Comparison of Telephone Services in Communities Served by Community Vocational Centres

Location	Year	
	1971	1985
Atikameg	partial, intermittent service	full, continuous service
Big Prairie	partial, intermittent service	full, continuous service
Cadotte Lake	one mobile phone	full, continuous service
Calling Lake	one mobile phone	full, continuous service
Canyon Creek	full, continuous service	full, continuous service
Chipewyan Lake	mobile phone, intermittent service	party-line service
East Prairie	few hookups, party lines	party-line service

Table 10 continued.

Location	Year	
	1971	1985
Faust	full, continuous service	full, continuous service
Flatbush	full, continuous service	full, continuous service
Gift Lake	partial, intermittent service	full, continuous service
Kinuso	full, continuous service	full, continuous service
Little Buffalo	two mobile phones, intermittent service	full, continuous service
Loon Lake	one mobile phone located in Red Earth	partial and continuous service
Peerless Lake	one mobile phone at teacher residence, intermittent service	full, continuous service
Sandy Lake	one mobile phone, intermittent service	full, continuous service
Slave Lake	full, continuous service	full, continuous service
Smith	full service, some party lines	full, continuous service
Swan Hills	full, continuous service	full, continuous service
Trout Lake	one mobile phone, service	full, continuous service
Wabasca/ Desmarais	intermittent and partial service	full, continuous service

Taken From: CVC records and interviews

Air travel to the remote communities appeared to be one resolution to the problem. The first President, who was a pilot, provided a light aircraft for purposes of efficient travel. The Coordinator of Vocational Education made representation to the Deputy Minister of Education, Dr. Rees, in August of 1971 for regulations governing restricted use of private aircraft in the CVC service area where use of commercial charter service was impractical. The circumstances under which regulations were sought included: the need for lengthy stopovers in communities in order for community and committee meetings to complete the processes of decision-making; the need to review competition with chartered companies which was considered by the Coordinator as not being an issue since the province permitted the use of private cars when licensed taxis also existed; and the need to consider cost savings since it was calculated that use of private aircraft would cost about ten percent of the cost for use of chartered aircraft. (Perry, 1971) The regulations did not change. Consequently, both charter services and private aircraft were used in keeping with existing provincial and federal regulations. Comparative time and distance factors between land and aircraft use are indicated in Table 11, page 142. Time taken to overcome vehicle removal from impassable roads and vehicle breakdown time are not shown in the table.

In October of 1974, the Canadian Transport Commission gave approval to carry specified CVC staff on board a private aircraft to be used for CVC business. Although the President, by 1974, supervised additional staff (assistant to the President, administrative officer, counsellors, warehouse coordinator, and two field supervisors), the service area had been increased and necessitated even more travel than in 1971. On November 23, 1973, the Coordinator requested the CVC President to assume immediate responsibility of CVC-type programs outside the Lesser Slave Lake Special Area in order to ensure uniformity in delivery and decision-making since CVC's and satellite AVC programs were considered to be similar in nature. Communities outside the special area, where satellite programs existed at the time the CVC President assumed responsibility for them, included Fort Vermilion, Grande Cache, High Level, McLennan, and Paddle Prairie. Services to Assumption, Manning, Meander River and Peace River began in 1974 and 1975.

When the Mackenzie North communities were assigned to AVC Grouard by the Department of Advanced Education in 1976, the need for air travel decreased. Isolated communities were beginning to have electric power. By the early 1980's, isolated communities were provided telephone services which further diminished the need for private aircraft use. In 1985 the only community in the CVC service area having no access except by air during the summer was Chipewyan Lake.

Governance of Community Vocational Centres was a matter of discussion among senior departmental officials and the CVC President. In the early and mid 1970's, the President of CVC'S delegated authority for local budget control to the local education committees while he maintained responsibility and accountability to the Department of Advanced Education. Unless education committee decisions countered regulations pertaining to operations or budgetary constraint, the President supported their decisions. This procedure placed the President in confrontative situations with Department and

Civil Service Association personnel at times. Examples of situations requiring negotiations for resolution included: transportation allowance for students; training allowances for students instead of welfare payments; contracts for part-time employees; wage scale for Education Technicians; subsistence payments for employees travelling in remote areas; degree of authority for local education committees; and quality of facilities for housing and CVC classrooms.

Table 11

Comparison of Land Travel and Air Travel from Slave Lake To Communities Served by Community Vocational Centres With Serviceable Air Strips

From Slave Lake To:	Land Travel		Air travel	
	Distance (km)	Time (hr)	Distance (km)	Time (hr)
Assumption	674	8.4	448	2.4
Cadotte Lake	360	4.5	163	0.9
Calling Lake	200	2.5	102	0.6
Chipewyan Lake (winter)	324	4.0*	200	1.1
Fort Vermilion	625	7.8	350	1.9
Grande Cache	528	6.6	320	1.7
High Level	545	6.8	390	2.1
Little Buffalo	382	4.8	150	0.8
Loon Lake (Red Earth)	192	2.4	142	0.8
Peace River	251	3.1	195	1.1
Sandy Lake	169	2.1	108	0.6
Swan Hills	120	1.5	75	0.4
Trout Lake	288	3.6**	135	0.8
Wabasca	136	1.7	98	0.5

* - bush winter road travel
** - winding, rough road
(based on average of 80 km/h by land and an average of 185 km/h by air)

By 1982, isolated communities had developed their leadership sufficiently to not feel threatened by coming under regulations which had, of practical necessity, been set up for institutions with fixed and more centralized campuses.

Following the actions of a task committee with membership from both the Council of Community Education Committees (CCEC) and CVC staff and following discussions with the Field Services Division of the Department of Advanced Education, official terms of reference for the CCEC were accepted by resolution in Slave Lake on January 18, 1984, having been first accepted by the Assistant Deputy Minister of Field Services. Processes of meetings, discussions and negotiations involving education committees, their communities and staff of the Department and the institution resulted in official acceptance of Community Education Committee guidelines by the Department and the CCEC on February 20, 1985. These two actions greatly enhanced the system of CVC governance even though the institution was not board governed.

The selection, training and employment of instructors indigenous to north central Alberta was considered an important step in alleviating unemployment and in encouraging local participation in adult education. The Education Technicians were closely aligned to the objectives and activities of the CVC President and the education committees from communities in the CVC service area. In the next section, the development and the role of the Education Technician are described.

Education Technicians

The establishment of positions and the training of Education Technicians was an innovation for adult education in north central and northwestern Alberta. The innovation was a way to deal with several needs that were identified by researchers in the 1960's. Among the needs to which the Education Technician component was a potential solution were: almost no teachers or instructors indigenous to the communities involved; low levels of academic qualifications among adults; need for communicating in the first language (Cree mostly); high unemployment; need for employment role models; need for employment mobility and a "stepping stone" for movement up the career ladder; and need for cultural and linguistic acceptability in the communities.

Those communities that employed Education Technicians were invited to recommend candidates from their communities for training at AVC Grouard. The operation of the training program at Grouard was premised on the guarantee of employment of the graduates of the program. Graduates would be hired by either Community Vocational Centres or AVC Grouard or both.

All candidates were interviewed by a selection committee composed of seven members. Five of these members were appointed representatives from Education Management Committees from the CVC's and two members were appointed from AVC Grouard. Most of the training candidates came from either isolated or semi-isolated communities.

Requirements that were suggested for entry into the training program included: fluency in a native language; maturity - preferably minimum of 24 years of age; two or three years successful work experience; and grade 12 level of education. (Memorandum, AVC Grouard, August 31, 1973, p. 1)

Waiving of any of these requirements was determined by the selection committee. Some candidates who successfully completed the program had less than grade 10 academic standing at entry. Some had limited work experience and others were under 24 years of age, but were given the opportunity to succeed.

The training program was set up to accommodate the need for relating theory and practice. Following six months of classroom work which included the theory portion only, trainees were provided with work experience (practice) at either AVC Grouard or in a CVC for a minimum of two months. Following work experience, additional training in theory was given at AVC Grouard for six weeks during the summer months. Following this period of training certificates were awarded.

The thrust of the training program was to equip the students with skills that would apply to the use of teaching machines and individually prescribed instruction materials for adult basic education to a grade nine equivalency level. In December, 1970, students in the first adult academic upgrading program which was held at AVC Grouard (Janz, 1972, p. 1) provided instructional practice for the first Education Technician class.

Training and Employment

The first Education Technician program began on September 9, 1970, at AVC Grouard. Students were trained to provide instruction in academic upgrading programs (reading, written communications, English, mathematics and physical science) to the grade nine equivalency level using individually prescribed instructional materials. Fourteen graduates of the first class began their on-the-job training at AVC Grouard which began on September 20, 1971, and continued until the CVC's opened. These graduates assumed full classroom responsibility for the basic education students. Also during that time these individuals helped to prepare materials and supplies for the CVC's and gained classroom experience as a result of a purchase of space by Canada Manpower for upgrading student at AVC Grouard.

By 1974, the course content for Education Technician training was expanded to include: academic subjects such as mathematics, English, reading and science; five weeks of practice teaching; and skills training in such areas as typing, operation of audiovisual equipment, leadership development, public speaking, interpreting native languages, life skills coaches training, and first aid.

The Education Technician's training for instructional duties was more in the application of the principles associated with the "how to" use individually prescribed instructional materials than in the exercise of direct instruction or teaching. However, when in a learning environment, an

Education Technician was in charge of approximately ten adult students. Thus, the Education Technician was considered more qualified than a teacher's aide but had fewer responsibilities than a university educated teacher.

Graduates from this program indicated communities in which they wanted to work. Prior to placement they were interviewed by the local education committee or representatives thereof along with a representative of the Department of Advanced Education, usually a CVC staff member. Hiring occurred on the recommendation of the education committee.

The first graduating class realized that their academic backgrounds ranged from grade 10 to grade 12. They agreed with AVC staff that the wages they were to receive as an Education Technician should reflect that educational variable. However, some monetary incentive would provide motivation for these individuals to further upgrade and develop themselves from paraprofessional status to professional status.

The plan for payment for services of an Education Technician was arranged in order to recognize the differences in academic background. Since a six percent differential existed between levels on the existing salary grid, it was proposed that three levels should be established with a six percent differential. The instructor A level represented the rate for an Education Technician with a completed grade twelve and with university entrance requirements of that time. Details are shown in Appendix K, page 432. The

Education Technicians, Centre Supervisor of AVC Grouard, and the area Vocational Education Coordinator agreed to this salary arrangement and communicated this to the personnel department of the Department of Education. (Letter from Supervisor of AVC Grouard to Personnel Department dated August 30, 1971.)

The pay scale for Education Technicians gave financial recognition beyond the scale of a teacher aide, but no more than the salary that an instructor would receive at the A or beginning level on the provincial instructor salary grid. The salary arrangement also provided for such benefits as: an isolation increment, moving and travel expenses, short term education leave, accommodation benefits, and other benefits that were provided by government for its salaried employees. Recognition for experience of up to three years was provided for, by the pay scale. The purposes of the pay scale and fringe benefits were to: provide reasonable remuneration for gainful employment; provide recognition of upgrading for those who did not have the opportunity to secure an academic education prior to entering the program for Education Technicians; provide incentives to upgrade qualifications of the candidate; provide those enrolled with "stepping stone" opportunities to enter either the professions or other employment opportunities; provide work opportunities for new Education Technicians through creation of vacancies caused by movement through the system; and encourage self improvement. (Andersson, 1974)

Typical duties and responsibilities of an Education Technician included instructing in academic subjects that were organized according to the precepts of programmed instruction, prescribing supplementary course assignments, preparing necessary worksheets, administering and marking assignments and test, maintaining attendance records and progress records, ordering classroom supplies, and meeting with the local education committee.

Education Technicians from the various centres in the service area met in February, 1974, at AVC Grouard with the purpose of forming the Education Technician Association. At that meeting guidelines were formulated and individuals were nominated to serve on the various executive positions. The purposes of the Association were to:

1. act as a support group for uncertified instructors who are teaching natives and the academically disadvantaged;
2. gain recognition of Education Technician status for obtaining financial support for university and other self improvement courses;
3. try to increase whatever communication there is between the Slave Lake satellites and AVC Grouard, but mainly between all Education Technicians;
4. give, forward, support and follow-up any recommendations that may have been put forth by a member or group of members;
5. have a voice in the "weeding out" and/or redirecting of graduate Education Technicians who are academically weak;
6. assist individuals in their move from para-professionalism to professionalism as the desire is expressed; and

7. have a voice in the selection and termination of Education Technician trainees. (Minutes of Education Technician Meeting, February 15, 1974, pp. 1-2)

Three factors limited the realization of the stated purposes of the Association: 1) minimal telephone service to remote communities, 2) long distances between communities in the service area, and 3) the demise of the Education Technician program which occurred in 1975. The training program did not continue after 1975 because job openings were not available and graduates could not be guaranteed jobs. Another reason for the discontinuance of this program was the fact that the union (Alberta Civil Service Association) felt the Education Technicians were instructing and should be placed on the provincial instructor grid regardless of the amount of formal education that an Education Technician had. The Coordinator of Personnel Services attempted to rectify this situation without jeopardizing the Education Technicians' positions by providing the Personnel Administration Officer with the following rationale (letter from Coordinator, Personnel Services to Personnel Administration Officer, August 22, 1974):

> 1. It is intended to circulate people through these positions . . .
>
> 2. Although the length of the program varies from individual to individual, we expect that each participant will spend one year or more as an Education Technician.
>
> 3. This is a training and development program and not a mechanism for the acquisition of staff per se, and should therefore have a definite term with some allowance for adjustment. (p. 2)

The Alberta Civil Service Association was adamant in its position that all Education Technicians be placed on the provincial instructor grid. As a result of that iron-like position of the Association, Education Technicians became employees of the provincial government beginning in March of 1975 with permanent status and at a salary considerably higher than the previous salary. In fact that salary was higher than qualified teachers in some school divisions. This provided immediate financial gain for the Education Technicians. This action resulted in a slow down for them as they moved up the career ladder because there was a tendency for them to maintain their instructional positions rather than to attempt to obtain a university education, i.e. move from paraprofessional to professional status. This also resulted in a decrease in the number of vacancies resulting from non-advancement in either career or further education. This was partly the cause of the termination of the Education Technician Program because in 1975 employment opportunities for new graduates could not be guaranteed, and there was negative pressure on job security because communities began to request more upgrading programs at the senior high school level. Programs which required Alberta certificated teachers to teach, increased along with a reduction in the number of basic literacy programs at the pre-high school levels that were requested.

The "stepping stone" concept came to an abrupt halt as a result of the enforcement of the Master Agreement between the

Civil Service Association of Alberta and the Government of Alberta for all classes of instructional services. On March 6, 1975, institutional heads were informed by letter from the Personnel Office of the provincial government that Education Technicians were to be immediately placed in salaried positions on the Instructor A scale and their pay was retroactive to October, 1974.

The Education Technicians were encouraged by CVC staff to improve their professional qualifications and many did so.

Achievements

Of the 123 students who enrolled in the eight Education Technician programs which were conducted between September, 1970 and September, 1975, 103 graduated. In a study done by McCracken (1976), the earnings of these graduates amounted to approximately $700,000 for the 1974-75 school year. This income significantly impacted on the economy and productivity of these northern residents. In 1975, 34 Education Technicians were employed by the CVC's, 27 were employed elsewhere, and 16 were furthering their education. In 1985, six Education Technicians were CVC employees who were working as instructors and coordinators. Over the fifteen year time frame of this study, 56 Education Technicians were CVC employees. Besides instructing and coordinating course delivery, graduates have worked as student counsellors and senior instructors. Literally none of the graduates returned to the disadvantaged circumstances they experienced prior to the time they entered the Education Technician Program.

Role modelling was a significant outcome of the program. Career goals of adult students from semi-isolated and isolated communities switched dramatically from heavy equipment operator and carpenter, in 1972, to that of becoming an Education Technician, in 1975, as highest priority for these individuals. (Burkholder, 1975) For a group who were caught in cultural and economic transition, the role model represented by the Education Technicians has had "the most powerful impact towards positive adjustments" (Andersson, 1978, p. 3). Wood (1973) also pointed out the importance that Education Technicians had as role models with their compatriots when he presented the following description:

> The Education Technicians produce a good quality of education under trying conditions but their contribution is not limited to being good instructors. They have served as role models to people whose only previous experience with professional people led them to believe that the role of a professional was restricted to non-natives. The Ed Techs are perceived as people who are knowledgeable about the workings of mainstream society and are non-threatening and therefore approachable for help or advice. (p. 11)

It can be implied from what Wood wrote that the cultural and linguistic background of the Education Technicians were similar to those of the adult basic education students in remote northern communities. Hence they could easily relate to each other. The acceptance of the Technicians by the communities and their inhabitants was perceived by the people to be an important factor in what was considered to be relevant for the upgrading of academic levels as well as skills for job entry.

Summary

In this section the development and role of the Education Technicians were described. The education committees who were involved with the selection as well as the hiring of the Education Technicians are described in the next section.

The Education Committees

The emergence of adult education committees associated with CVC's in northern unincorporated communities brought a sense of educational ownership to people who had been recipients of social and educational services from a distance. The past in this region had been marked with, as the CVC Institutional Evaluation, (1979) recorded, "the absence of local input in the design, initiation, and implementation of programs that prevented them [the native population] from achieving their goal" (p. 119). The realization that the education committees represented a new level of community involvement in planning and offering education for people living in the CVC service area when compared to the native people's dependence on government-delivered social programs, provided motivation to responsibly deal with community education issues.

The educational and social backgrounds of the first committee members were similar to the community residents they represented. Having come through a period of time when educational leadership was exercised primarily from outside the community, two situations became evident. First, education began to become credible because local input and management was not only practiced but encouraged. Second, the delivery capability of the CVC Program was challenged with the desires of the new committees to become more competent with leadership and communications skills.

Preceding the formalization of the Education Management Committees (EMC's) were discussions as to whether the Division of Vocational Education of the Department of Education for Alberta should work with a large regional committee or with individual communities. Janz (1972) indicated the outcome of these deliberations in the following:

> J.H. Perry of the Division of Vocational Education consulted with several communities. As a result he felt the individual community approach more acceptable to the residents than any other way of organizing Vocational Education in the Lesser Slave Lake area. (Janz, 1972, p. 3)

In May of 1971, in keeping with the recommendation of the communities, the Minister of Education approved the terms of reference for advisory committees. Mr. Perry was the Northwest Coordinator for Vocational Education at the time. The communities agreed with and accepted the approach prescribed in the terms of reference. The newly-hired Supervisor of the CVC's was accepted by the communities and he, in turn, supported the terms of reference for the advisory committees that would become known as the Education Management Committees and later to be renamed Community Education Committees (CEC's).

The term "advisory committees" was used originally to describe these committees. However, as the President of the CVC Program delegated more authority to the education committees in the developing unincorporated communities in the service area, these committees, with assistance from CVC staff, took on more responsibilities for the management of local adult education. While legally these committees were considered to be purely advisory, in practice they assisted with educational management in their respective communities. The titles of these committees were modified for the benefit of the communities served in order to reflect the responsibilities delegated to the committees. These committees became known as Education Management Committees (EMC).

Education Management Committee (EMC)

The Education Management Committees actually began to function prior to the commencement of adult education programs. Two activities of the community representatives on the EMC's were to provide assistance in choosing a supervisor of Community Vocational Centres and to assist in the setting of a selection board to identify candidates for Education Technician training at AVC Grouard. These committees were able to do this because as Wood (1974) indicated, the committees were "recognized by the Minister as having a legitimate involvement in all aspects of adult education in their communities providing that they were composed of democratically selected representatives representing the identifiable subgroups in the community" (p. 12). Subgroups composed of elected persons could appoint one or more representatives to the EMC depending on the size of the community and the number of influential subgroups found in a community. These subgroups included Metis Locals, Indian Bands, Metis Colony Councils, community associations. Most communities held open elections for spaces on these committees once a year. Nominations for candidates on the committees usually were made at the annual meetings. In the 1980's, one community posted nominations for those willing to serve on the EMC for two weeks prior to the community-held election. In other communities where subgroups existed, representatives were appointed from these elected groups to the EMC's. When Northland School Division established local school committees, they were patterned after EMC's and school boards. In 1982, some communities elected to have a common representative for the EMC and the local school committee. Typically, EMC's consisted of from three to five members (Card, 1975) although up to nine members were permitted according to the terms of reference. One community, in 1984, did select the maximum of nine members to serve on its education committee.

The terms of reference for advisory committees (Education Management Committees) approved by the Minister of Education in May, 1971, were indicated in this way.

Composition of Committee

> The committee membership will reflect the identifiable ethnic groups of the community in which the vocational centre is located. These groups will generally include Metis, Treaty Indian, and White. The representatives will be selected

> democratically by each of the identified groups.
>
> The committee will resemble established school boards in character, and will function in a similar manner as much as possible.
>
> A suggested guide to determining the approximate number of members on the whole committee is listed below. For communities with a population of:
>
> | | |
> |---|---|
> | more than 500 | 7 to 9 members |
> | between 200 and 500 | 5 to 7 members |
> | up to 200 | 3 to 5 members |
>
> ### Role of the Committee
>
> The committee will work with and provide advice to the supervisor of community vocational centres, or if their centre is large enough to have a centre supervisor on the following:
>
> 1. Assessment of community needs.
> 2. Priorizing these needs.
> 3. Program planning: periodically assess the suitability of curriculum.
> 4. Communication: Committee members will ensure that local residents are informed and involved in the total training program.
> 5. Provide assistance in the selection of trainees for the programs.
> 6. Evaluate the programs in terms of community needs and make recommendations for change.
>
> ### Term of Office
>
> To be patterned after normal school boards. Approximately half of the committee members will hold office two years with the remainder holding office for one year.
>
> ### Honoraria
>
> Each member may be paid an honorarium of $10.00 per evening meeting. When members are required to attend day meetings or to assist the supervisor on a daily basis, honoraria to a maximum of $20.00 may be paid to such member or members. (Department of Education, 1971, pp. 1-2)

While the education committee's primary role was related specifically toward adult education, the concerns of education committee members, community residents, and CVC staff were that education might be a way to improve the disadvantaged social and economic conditions for this portion of the province. "Priority number one among EMC members is employment in the communities. Until there is secure and respectable employment, the area will be victimized by programs which have the appearance of something for nothing" (Carrier, 1977, p. 11).

The Education Management Committees were committees that represented their respective communities in matters related to adult education as described in the Terms of Reference: needs assessment, joint planning, community program information dissemination, trainee selection, and evaluation. Committees met in their respective communities at available locations and at times that were appropriate to the committee members. Special meetings were called to deal with urgent matters which often increased the number of meetings to more than one per month. In some cases, committees met less than once per month.

The Minister of Education in 1971 had made it rather clear to those involved that the CVC Program was not to become a community development project. However, for the underdeveloped, unincorporated communities, the EMC's may have functioned as a developmental focus in their isolated communities. Carrier (1977) viewed the EMC's as:

> an artifical device assembled for the purposes of

> teaching the principles of representative government. It was anticipated that if the CVC Program could provide a suitable environment, the worth of northern experience and judgment would demonstrate its competence; the committee members would be able to mature beyond the CVC Program and deal as responsible representatives with other government and private agencies. (p. 8)

While, in the strictest sense, the EMC's were advisory to the CVC President, sufficient authority was transferred so that enough collaboration occurred between the President and the committees that, in fact, the committees managed the adult education affairs in their communities.

Planning and budgetting were two components of responsibilities that were, under supervision, transferred to the EMC's. Figure 12, page 161, illustrates the format of budget outlines which were jointly completed by EMC's and CVC staff. Carrier (1977) was of the opinion that planning and budgetting provided the members of the EMC with "the opportunity to have a voice in the future of their families and their communities that retained their interest in serving on this committee" (pp. 9-10).

In addition, Committees participated in inter-community planning for the apportioning of the funds allotted to the CVC Program for instruction and administration. Budget planning not only involved costing of instructional services for each course, but included costing of local administration, transportation, and facilities. Needs assessments were conducted through public meetings, formal surveys, as well as informal surveys. Priorities were set in order to remain

COMMUNITY BUDGET

DATE: ______________

SUBMITTED BY: ____

____

TO: Division of Vocational Education
Box 36, SLAVE LAKE, Alberta

BUDGET

1. GENERAL ADMINISTRATION

a.	Telephone	$	
b.	Postage	$	
c.	Office Supplies	$	
d.	Freight	$	
e.	Honoraria	$	
f.	Travelling Expenses (Non-public Servants)	$	
g.	Travelling Expenses (Public Servants)	$	
h.	Gasoline & Fuel Oil	$	
i.	Advertising	$	
j.	Contracts & Agreements	$	
k.	Fees & Commissions	$	
	Sub Total	$	

2. COURSES

a.	Instructor (wages)	$	
b.	Course materials (books, etc.)	$	
c.	Rental (hall, equipment, and supplies)	$	
d.	Utilities	$	
e.	Janitor (Fees)	$	
f.	Student Allowances	$	
g.	Student Mileage	$	
	Sub Total	$	
	GRAND TOTAL OF BUDGET	$	

Figure 12. Sample Community Budget Form

Taken from: CVC records

within budget guidelines.

Before coming to the CVC office for processing, an invoice for program or instructional services was to be approved by the EMC representative. (Usually the chairperson of the EMC stamped the invoice with a rubber stamp bearing the input code for that community.) This practice became too cumbersome because it slowed the invoicing process. As a result it was subsequently dropped by the late 1970's. Requests, however, for changes in local spending continued to be handled through the minutes of local committee meetings.

EMC members were provided a participatory role in interviewing and making recommendations for the personnel to be hired and who would serve their communities. Such personnel might include instructional staff, clerical staff, caretakers or van drivers. Where feasible, preference was given to hiring community members who would become part of staff. This procedure not only provided employment locally, but also helped to alleviate the need to find accommodation for new staff at a time when housing was almost impossible to locate.

Feedback to the CVC administration regarding staffing, curricula, course initiation dates, course terminations, student selection, transportation, facilities and program assessment were communicated through field supervisors, instructors, minutes of meetings or directly to the CVC President. Face-to-face communications occurred frequently at local EMC meetings between the members of the committee and a representative from the CVC support staff who was present for the meeting. Information was received at the Slave Lake office from committees through minutes of meetings, reports of field staff attending meetings, and by telephone where such a utility was available.

The EMC's or appointed spokespersons from the EMC's were involved with student selection. Suitable candidates for the various courses were screened in. If a particular course was oversubscribed, the committee created a waiting list. Several committees developed attendance policies that were within the framework of regulations which were in effect at the time the policy was formulated. A committee could recommend admission of a student, but it had no control over student finance other than to review appeal procedures should a student determine that a training allowance was deemed to be incorrect.

Assuming sufficient funds existed for the establishment of a program, the EMC was expected to arrange that a minimum of ten trainees would enroll for an individually-prescribed instruction academic program or a minimum of five trainees would be available for a technical or vocational program.

The Education Management Committee had considerable responsibility in its decision-making capacity. That capacity placed the problem-solving component in the community where the service was requested and subsequently delivered rather than in the hands of other agencies which purported to serve the communities.

The EMC represented the citizens of its community to the

CVC President who, in turn, communicated and provided programs for the community through the EMC on behalf of the Department of Advanced Education. The committee's existence and operation assured programs and program delivery suited to the needs and goals defined by the citizens of remote, semi-isolated communities through their education committees.

At the general assembly of EMC's held in Grouard in December, 1975, the group decided to run its meetings and record its minutes in formal style. This was seen by CVC staff as a step taken by the assembly toward the development of leadership. Andersson (1975) viewed the assembly's activities as learning experiences that would ultimately lead to a form of self governance along with a voice to other agencies.

> Two clear benefits will accrue from the proceedings of the General Assembly; first, a foundation of education and experience toward eventual local self government will be gained by its participants; and, second, a collection of valuable and reliable recommendations connected with the public affairs of remote northern communities will be gained by the government and other interested agencies, groups or individuals. (p. 2)

The EMC's participated in the operating procedures regarding hiring and termination of local employees, facilitation of CVC courses, eligibility of courses for student assistance, eligibility of students for training, selection of trainees, election of committee members, terms of reference for committees, and pay policy. Some of the procedures and policies represented government regulations regarding such matters as student assistance, pay policy and course eligibility for student assistance. Other procedures were cooperatively arranged within government regulations at that time. The procedures which were in place shortly after the inception of the CVC Program can be found in Appendix L, pages 438 to 446.

Satellite Vocational Centre Committee (SVC Committee)

SVC's operated in the mid and latter 1970's. The President accepted appointments of local volunteer advisory committees that provided advice on program needs, program location, and overall operation of the local programs in organized or incorporated communities within the CVC service area. Program operations in these communities were handled directly by the Department of Advanced Education and Manpower through the CVC President for adult education services. The President or his designate would work with the SVC in operationalizing the programs and services.

Community Education Committee (CEC)

During the 1981-82 year, differences which existed between the Education Management Committee and the Satellite Vocational Centre Committee eventually disappeared and the title of the committee evolved to the Community Education Committee (CEC). As a result, any community within the service area of the CVC Program, whether incorporated or unincorporated, was able to have a committee to advise on the adult education operations within the community. Committee membership has either an electoral base where a committee is elected at a public meeting which is scheduled once per year, or members are appointed from existing elected groups within the community.

The CEC's operated according to the guidelines prescribed for advisory committees which were approved by the Minister of Education in 1971. When the representatives of the CEC's began holding meetings on a regular monthly basis in 1980, many of their general concerns were brought forward. At one of their meetings, the role of the CEC's was discussed which resulted in recommendations being made for updating the guidelines that were in existence. A subcommittee composed of Council and staff representatives drew up a revised set of guidelines. The Council reviewed them and each CEC representative took the draft guidelines to the individual committees for review and recommendations for modifications. The final draft of the guidelines was reviewed by the CVC President and by the Field Services Division of the Department of Advanced Education. At the Council meeting of February 20, 1985, the revised guidelines under the date of January 23, 1985, were adopted by resolution. These guidelines were operationalized and continued to operate at the time that this study was completed to the end of the 1985 academic year. The content of the Community Education Committee guidelines is provided in Appendix M, page 447.

The development of local leadership and community input to adult education was considered important to the development of the communities. Education committees sought an opportunity to have a united voice as well as a forum for discussing educational issues of mutual interest. This interest resulted in the evolution of the Council of Community Education Committees described in the next section.

Council of Community Education Committees

Education committees in the isolated communities evolved from a deliberate attempt on the part of HRDA, DREE and CVC staff to involve communities that were once dependent on government programs which were administered from outside the communities, in the participatory administration and management of local adult education. The education committees were considered by staff not only to be developing leadership skills through committee practice, but were considered to be very responsible for decisions and advice that were made.

Several factors contributed to the desire of education committees to assemble: isolation caused by inadequate roads and communication systems; similar environmental and geographic circumstances; and concerns for a united voice in dealing with issues of common concern. In consultation with community leaders and education committee members, the President of the CVC's called periodic general meetings beginning in 1973.

General Assembly of Education Committees

From 1973 to 1975, education committees met periodically at AVC Grouard where members could be accommodated. From 1976 to 1979, committees assembled at community halls located in Sucker Creek, East Prairie, and Big Prairie. Following 1979, general meetings were held in Slave Lake, but were restricted in numbers as of the formation of the Council of Community Education Committees.

At these meetings, topics for discussion, resolution, and recommendation in the early, mid and late 1970's included: community adult education budgets; program needs and priorities; information sessions and workshops; community involvement in leadership development; terms of reference for communities; positions for indigenous employees; student sponsorship, subsistence, and counselling; and facilities. Several of the committee members were non-English speaking which necessitated the services of volunteer interpreters. Participants gained both knowledge and experience from chairing meetings, taking minutes and from participating in discussion and debate. During the 1970's, the community representatives on these committees became familiar with the budgetting process. By design, the President involved members of the committees in discussions regarding general allocations of available funds for adult education as well as in evaluations regarding how these funds were dispersed. Reports of expenditures were supplied to the committees.

Curtailment of the general assemblies of all education committees in 1979 was the result of several factors. The first of these was transportation costs which were high for the meager budget. Some committees from remote areas had to be flown by chartered aircraft, some were transported by a

CVC van, and others came by private vehicle and were paid mileage at government rates based on one vehicle per community. The second factor was the recovery of meal costs. Meals, when catered by community groups, became a difficult process which often resulted in extended delays in payment. A third factor was that toward the end of the 1970's, communities began emphasizing that more attention be paid to local education. This tended to dilute regional concerns which resulted in agendas not being covered adequately in the time allotted for a meeting. As a consequence, members on the committees and the CVC President agreed that general meetings could be conducted more frequently at no extra cost if voting membership were to be restricted to one voting member per community. The assembly initially called this committee a "super committee" (from committee minutes, March, 1981) in March of 1981. In June, 1981, the Hon. J. Horsman, Minister of Advanced Education and Manpower endorsed the concept of a representative committee. A major role of the committee was that of being a regional voice to the Minister regarding major CVC concerns.

Another change was that the name for the Education Management Committees and Satellite Vocational Centre Advisory Committees was changed to Community Education Committee (CEC). The "super committee" became the Council of Community Education Committees (CCEC) during the 1980-81 academic year.

Council of Community Education Committees (CCEC)

Except for the summer months, the CCEC met once a month for the following purposes: to discuss regional adult education issues; to make recommendations regarding CVC policy and practices; to indicate program priorities and scheduling; to participate in information sessions; and to receive reports from the various CVC departments such as: instruction, student services, administration and finance.

In 1981-82, a committee of CCEC representatives and one CVC staff representative met several times during the year to work out a set of terms of reference for the CCEC which would be submitted to the Assistant Deputy Minister of the Field Services Division of Advanced Education. It was the desire of the CCEC to have a set of terms of reference established which would be similar to the regulations of the department which governs public colleges. This recommendation, however, was not approved by the Assistant Deputy Minister. A subsequent set of terms of reference was submitted and approved by the Department of Advanced Education (Field Services Division) late in 1983. These, in turn, were accepted by the CCEC at its January 18, 1984, meeting. According to these terms of reference, the CCEC was authorized to: advise the CVC President on matters referred to it; review the impact of institutional programs, program support and policies, and review policies with the CVC President; identify public concerns regarding the institution; recommend policies regarding the conduct of meetings; recommend initiation of studies and program; and liaise with other educational programs in consultation with the CVC President. (Appendix N, page 451, includes a more detailed outline of what the CCEC was authorized to do.) The CCEC included one voting representative from each CEC as well as the CVC President who was an ex officio member of the CCEC. The chairman of the CCEC was elected by and from the membership of this committee.

Besides the regular activities of the CCEC, two actions occurred which affected the long term role of CVC's and the service offered by these Centres. First, the CCEC at its regular March meeting in 1981, discussed the need for the establishment of certified post-secondary education in the region. Representatives on the CCEC indicated they would have to discuss possible plans with their respective CEC'S. In April of 1982, a task committee was formed by the CCEC to proceed with determining the feasibility of obtaining post-secondary university education for the area and that the CCEC "give prompt and careful action toward establishment of a University Education Opportunity program in this area" (CCEC minutes, April, 1982). At its June meeting, the CCEC outlined proceedings it would follow to initiate a plan of action which included: meeting with the Indian Regional Council and the Bigstone Education Authority from the Wabasca-Desmarais area; recommending that Morning Star (a successful university program for teacher preparation and education operated in Bonnyville, Alberta) be located at Desmarais; suggesting Athabasca University be approached to facilitate a core program for nursing, business administration, law, education and social work; seeking support for such a program for northerners in the Slave Lake region; contacting communities for prospective students; and hiring a coordinator. Funding for this project was initially provided through the Native Secretariat to the Indian Regional Council, through the CVC's, and through AVC Grouard. Funding through the Indian Regional Council at Slave Lake was administered by a representative board with representation from the Indian Regional Council, Metis Association, CCEC, Town of Slave Lake, and Improvement District 17. In part some of these funds were used to support the wages of a coordinator and of a secretary. The role of the CCEC was, by this action, reduced to that of representation on the board. The CVC's contributed one instructor and AVC Grouard contributed one counsellor to the program which became registered as the Sunrise Higher Education Society which, to the date of the conclusion of this study, brokered university programs for the region at Slave Lake. Second, the Council of Community Education Committees called for a meeting with the Minister of Advanced Education in the fall of 1983 when it was rumored in the service area that the CVC Program was to be amalgamated with AVC Grouard.

In December, 1983, the Deputy Minister and Assistant Deputy Minister, Field Services Division, representing the Minister of Advanced Education, met with the CCEC in Slave Lake. The CCEC indicated its desire that the CVC'S should remain administered as they had been over the previous eleven years and that the CCEC wished continued decentralized educational services, regional coverage, and recognition of local committee input in the management of local adult education services. As a result of this meeting and prior to the end of the 1983-84 academic year, the Minister through correspondence with the Council indicated the continuance of the Community Vocational Centres. In 1985 when this study was completed, the CCEC was an active committee and provided the CVC President with advice and counsel.

The CVC staff and the Department of Advanced Education facilitated the achievement of adult education goals as recommended by the CEC's and the CCEC. In the following section a description will be given of the administrative component of the CVC Program.

Organization, Administration, and Finance

Overall administration of the CVC Program was conducted by the Department of Advanced Education. For the duration of the Special Area Agreement from 1971 to 1975, funds voted upon by the provincial legislature and funds from the Agreement were channelled to the Departments of Education and Advanced Education through the Human Resources Development Authority and later through its successor, the Office of Program Coordination. The Finance Operations Branch of the Department of Advanced Education administered and accounted for the CVC funds.

As an innovative program, the CVC Program began with a staff of one soon to be followed by instructional staff after which administrative and support staff were hired. Since its inception and until 1985, the institution lacked several staff functions (e.g. directorship of learning resources and directorship of student services) but still had the general organizational appearance of any provincially administered institution.

Organization

In its first year of operation, 1971-72, CVC staff included the Supervisor and several academic upgrading instructors as discussed in a previous section of this chapter. Accounting and secretarial duties were shared by the office of the Coordinator of Vocational Training in Slave Lake. Line relationships were described in the section titled Community Vocational Centres Supervision. Supply inventories were handled at the new AVC Grouard campus.

By 1975 three distinct functions were operational under the program supervision of the President: administrative management, instructional supervision, and counselling. The administrative manager was responsible for budget control, payroll, accounts, purchases, inventory, leases, warehousing, transportation, and communication. The instructional supervisor was responsible for program development and application, staffing, inservice, media development, records, evaluation, liaison and follow-up. The senior counsellor was responsible for course applications and registrations, student assistance, screening, career information and workshops, testing, interviews, liaison and follow-up.

In the 1980's, the position of vice president was added. Community liaison was emphasized. Educational Media Services, Computer Services and Student Services reported to the Vice President while the Director of Instruction dealt with both full time credit programming and continuing education. The Director of Finance and Administration was responsible for essentially the same functions as the administrative manager of the 1970's except that the volume of work had increased considerably.

Table 12, page 177, indicates the volume of work handled by the CVC's based on full time staff equivalency over the last three years of which this study represents. The decline in 1977-78 resulted from the transfer of the CVC's in Mackenzie North area to AVC Grouard.

The relationships of the various components of the institution are outlined in Figure 13, page 176. Details of the internal organizational structure of the CVC staff positions are shown in Appendix O, page 456. The inter-relationships among education committees, council, staff and the Departments contributed to the sense of community ownership and accountability. Delineation of internal elements of the institution in the first years of operation was not emphasized. The CVC Institutional Evaluation (1979) stated:

> Some staff pick up duties which cut horizontally across functional areas in the interest of achieving the overall goals of the program. The relations among employees is much more visibly of a staff nature and almost never of a line nature as a result. The line functions surface only as often

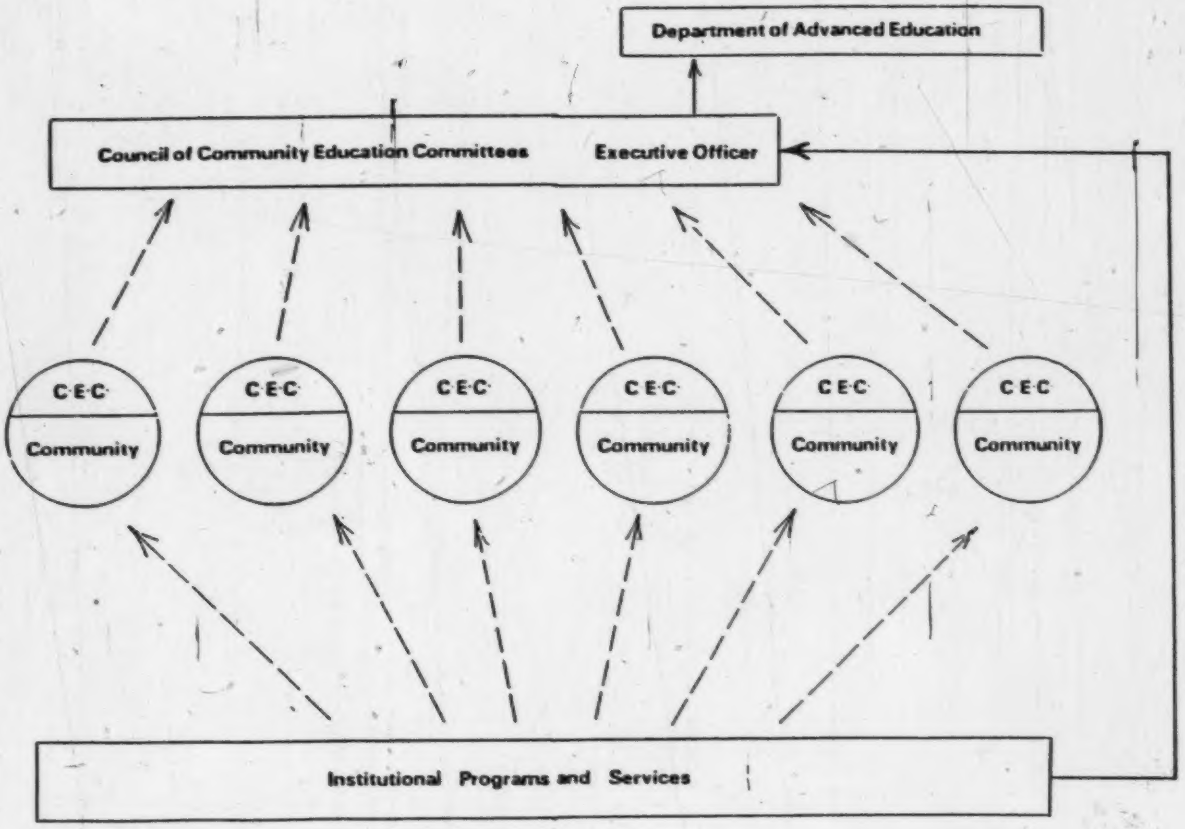

Department of Advanced Education
Council of Community Education Committees
Executive Officer
C·E·C·
Community
C·E·C·
Community
C·E·C·
Community
C·E·C·
Community
C·E·C·
Community
C·E·C·
Community
Institutional Programs and Services

Figure 13. General Organization of the Community Vocational Centres Program

> as it is required by governmental regulations to conform to certain specified procedures. (p. 60)

Table 12

Full Time Equivalent Staff[1]
Community Vocational Centres Program - 1975-1985

YEAR	FULL TIME STAFF EQUIVALENCY
1975-76	50.0
1976-77	49.8
1977-78	36.9
1978-79	43.0
1979-80	45.0
1980-81	55.5
1981-82	61.5
1982-83	58.2
1983-84	68.6
1984-85	78.7

[1] Includes Instructional, Instructional Support, Clerical, Administration/Supervision, Institutional Support

Taken From: Annual reports of the Department of Advanced Education and the Department of Advanced Education and Manpower, 1976-85.

By June of 1985, the institution was in the process of establishing a directorship for Student Services. Long range plans included a directorship for Learning Resources to encompass Media Services, Computer Services and a library.

Maturation of education committee operations, increased enrollments, expanded program and student services, and increased reporting resulted in more formal internal reporting lines in the 1980's.

Administration

The CVC Program was administered by the Provincial

Government since its inception and over the period of time covered by this study. Until the 1975-76 fiscal year, the CVC Program was administered through the Program Services Division as outlined in Figure 14, page 179. Specifically, the CVC President reported to the Director of Technical/ Vocational Manpower Program Services. Following departmental re-organization and the establishment of the Field Services Division, the CVC President reported to the Assistant Deputy Ministerof the Field Services Division. Figure 15, page 180, indicates this line relationship. Prior to 1978-79, the public colleges were part of the Field Services Division along with AVC's and CVC's. Board governance for the college sector removed them from the Field Services Division leaving the AVC's, Alberta Petroleum Industry Training Centre, and the CVC's under the administration of the Field Services Division from 1978-79 to 1985 when this study was completed. This administrative structure is indicated in Figure 16, page 181.

Finance

Federal funds under the Lesser Slave Lake Special Area Agreement which was active from 1971 to 1975, were accounted through the Finance Operations Branch. The CVC Program cotinued to be financially accountable to the Finance Operations Branch of the Division of Administrative Services. Budget estimates and expenditures for adult education in the special area for the period 1971 to 1975 are indicated in Chapter III. Data in Table 13, page 182, indicate CVC

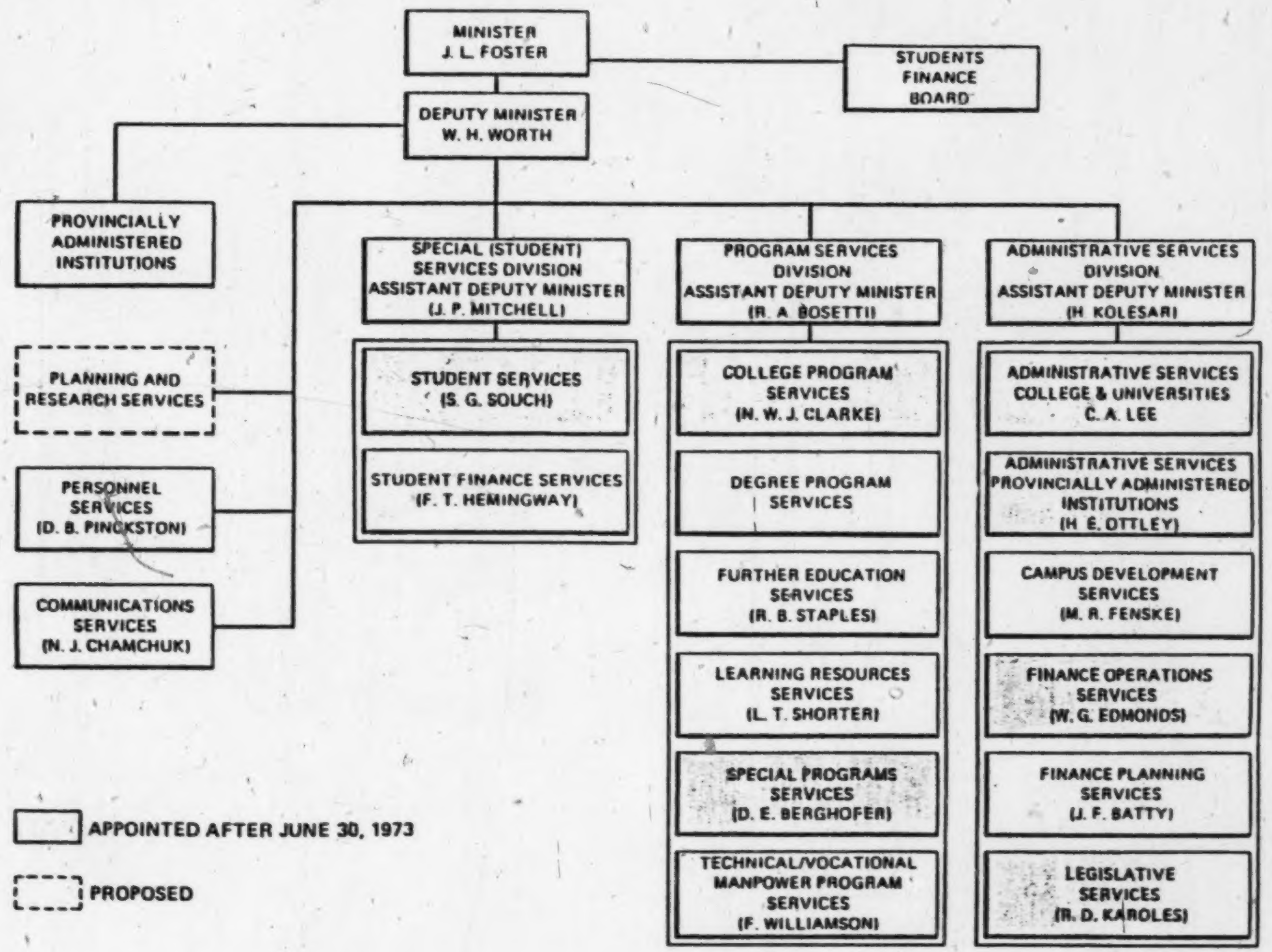

MINISTER
J. L. FOSTER
STUDENTS FINANCE BOARD
DEPUTY MINISTER
W. H. WORTH
PROVINCIALLY ADMINISTERED INSTITUTIONS
PLANNING AND RESEARCH SERVICES
PERSONNEL SERVICES (D. B. PINCKSTON)
COMMUNICATIONS SERVICES (N. J. CHAMCHUK)
SPECIAL (STUDENT) SERVICES DIVISION
ASSISTANT DEPUTY MINISTER
(J. P. MITCHELL)
STUDENT SERVICES (S. G. SOUCH)
STUDENT FINANCE SERVICES (F. T. HEMINGWAY)
PROGRAM SERVICES DIVISION
ASSISTANT DEPUTY MINISTER
(R. A. BOSETTI)
COLLEGE PROGRAM SERVICES (N. W. J. CLARKE)
DEGREE PROGRAM SERVICES
FURTHER EDUCATION SERVICES (R. B. STAPLES)
LEARNING RESOURCES SERVICES (L. T. SHORTER)
SPECIAL PROGRAMS SERVICES (D. E. BERGHOFER)
TECHNICAL/VOCATIONAL MANPOWER PROGRAM SERVICES (F. WILLIAMSON)
ADMINISTRATIVE SERVICES DIVISION
ASSISTANT DEPUTY MINISTER
(H. KOLESAR)
ADMINISTRATIVE SERVICES COLLEGE & UNIVERSITIES C. A. LEE
ADMINISTRATIVE SERVICES PROVINCIALLY ADMINISTERED INSTITUTIONS (H. E. OTTLEY)
CAMPUS DEVELOPMENT SERVICES (M. R. FENSKE)
FINANCE OPERATIONS SERVICES (W. G. EDMONDS)
FINANCE PLANNING SERVICES (J. F. BATTY)
LEGISLATIVE SERVICES (R. D. KAROLES)
APPOINTED AFTER JUNE 30, 1973
PROPOSED

Figure 14. Organization Chart - Department of Advanced Education, 1973

Taken from: Department of Advanced Education, Annual Report, 1973

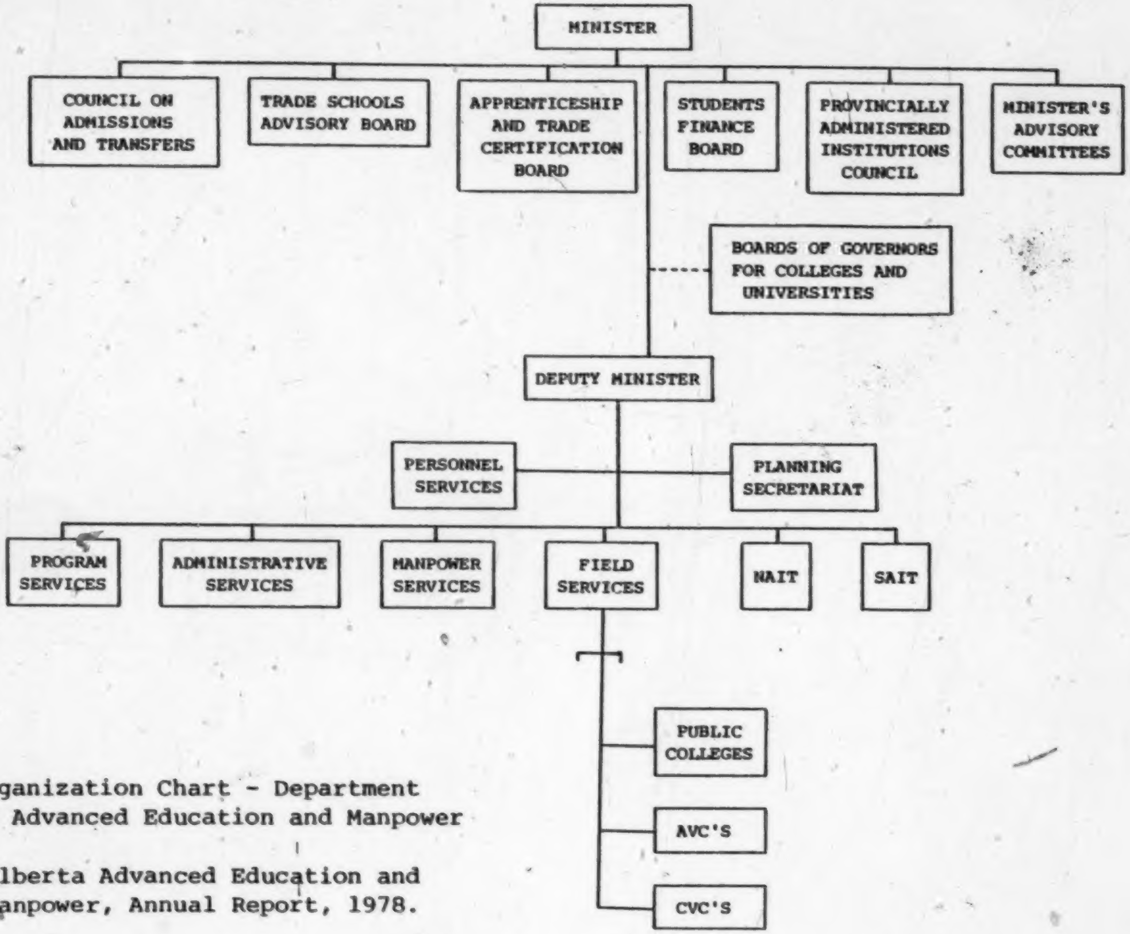

MINISTER
COUNCIL ON ADMISSIONS AND TRANSFERS
TRADE SCHOOLS ADVISORY BOARD
APPRENTICESHIP AND TRADE CERTIFICATION BOARD
STUDENTS FINANCE BOARD
PROVINCIALLY ADMINISTERED INSTITUTIONS COUNCIL
MINISTER'S ADVISORY COMMITTEES
BOARDS OF GOVERNORS FOR COLLEGES AND UNIVERSITIES
DEPUTY MINISTER
PERSONNEL SERVICES
PLANNING SECRETARIAT
PROGRAM SERVICES
ADMINISTRATIVE SERVICES
MANPOWER SERVICES
FIELD SERVICES
NAIT
SAIT
PUBLIC COLLEGES
AVC'S
CVC'S

Figure 15. Organization Chart - Department of Advanced Education and Manpower

Taken from: Alberta Advanced Education and Manpower, Annual Report, 1978.

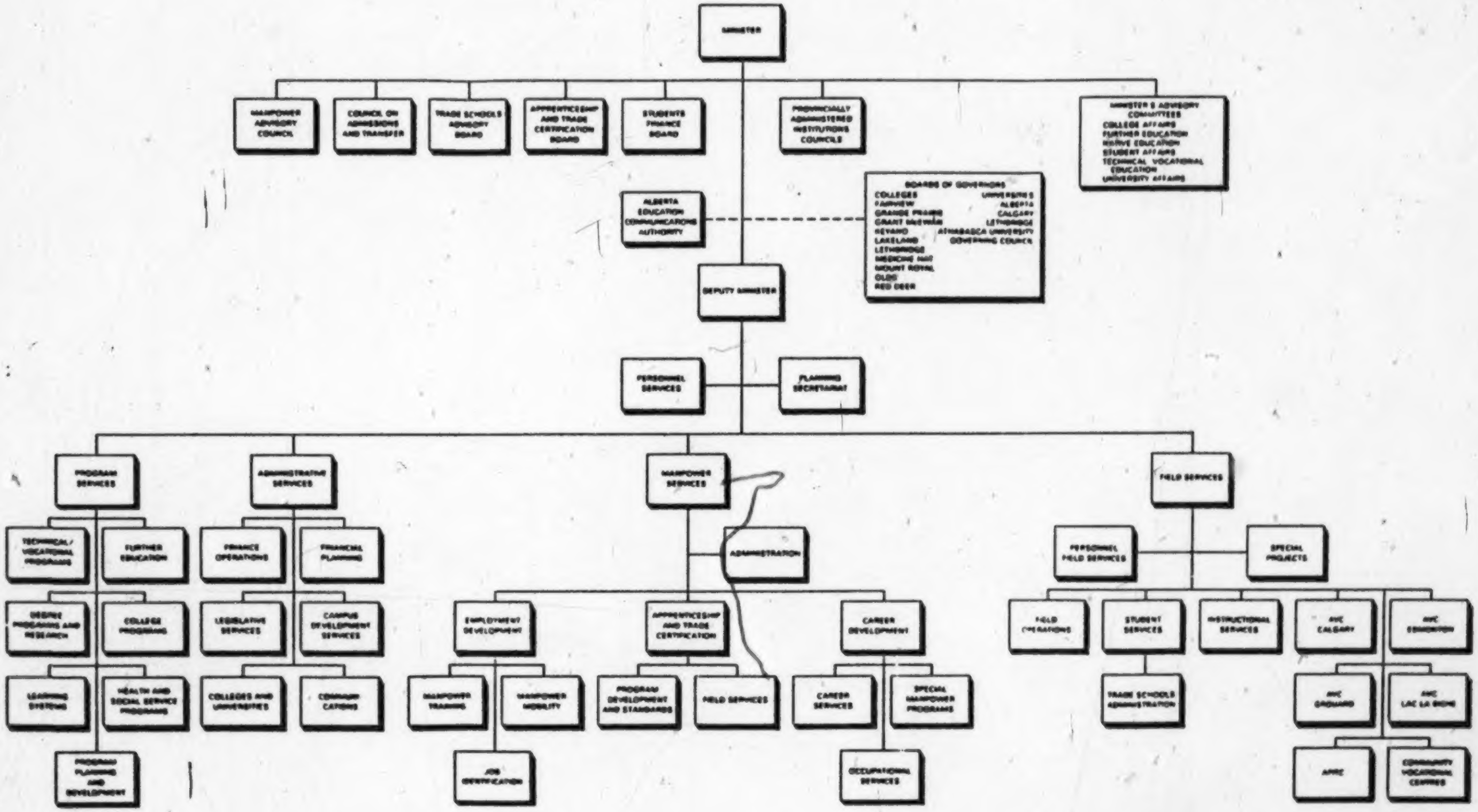

MINISTER
MANPOWER ADVISORY COUNCIL
COUNCIL ON ADMISSIONS AND TRANSFER
TRADE SCHOOLS ADVISORY BOARD
APPRENTICESHIP AND TRADE CERTIFICATION BOARD
STUDENTS FINANCE BOARD
PROVINCIALLY ADMINISTERED INSTITUTIONS COUNCILS
MINISTER'S ADVISORY COMMITTEES
COLLEGE AFFAIRS
FURTHER EDUCATION
NATIVE EDUCATION
STUDENT AFFAIRS
TECHNICAL VOCATIONAL EDUCATION
UNIVERSITY AFFAIRS
ALBERTA EDUCATION COMMUNICATIONS AUTHORITY
BOARDS OF GOVERNORS
COLLEGES
FAIRVIEW
GRANDE PRAIRIE
GRANT MacEWAN
KEYANO
LAKELAND
LETHBRIDGE
MEDICINE HAT
MOUNT ROYAL
OLDS
RED DEER
UNIVERSITIES
ALBERTA
CALGARY
LETHBRIDGE
ATHABASCA UNIVERSITY
GOVERNING COUNCIL
DEPUTY MINISTER
PERSONNEL SERVICES
PLANNING SECRETARIAT
PROGRAM SERVICES
TECHNICAL/VOCATIONAL PROGRAMS
FURTHER EDUCATION
DEGREE PROGRAMS AND RESEARCH
COLLEGE PROGRAMS
LEARNING SYSTEMS
HEALTH AND SOCIAL SERVICE PROGRAMS
PROGRAM PLANNING AND DEVELOPMENT
ADMINISTRATIVE SERVICES
FINANCE OPERATIONS
FINANCIAL PLANNING
LEGISLATIVE SERVICES
CAMPUS DEVELOPMENT SERVICES
COLLEGES AND UNIVERSITIES
COMMUNICATIONS
MANPOWER SERVICES
ADMINISTRATION
EMPLOYMENT DEVELOPMENT
MANPOWER TRAINING
MANPOWER MOBILITY
JOB IDENTIFICATION
APPRENTICESHIP AND TRADE CERTIFICATION
PROGRAM DEVELOPMENT AND STANDARDS
FIELD SERVICES
CAREER DEVELOPMENT
CAREER SERVICES
SPECIAL MANPOWER PROGRAMS
OCCUPATIONAL SERVICES
FIELD SERVICES
PERSONNEL FIELD SERVICES
SPECIAL PROJECTS
FIELD OPERATIONS
STUDENT SERVICES
TRADE SCHOOLS ADMINISTRATION
INSTRUCTIONAL SERVICES
AVC CALGARY
AVC EDMONTON
AVC GROUARD
AVC LAC LA BICHE
AVRC
COMMUNITY VOCATIONAL CENTRES

Figure 16. Organization Chart - Department of Advanced Education and Manpower, 1981

Taken from: Alberta Advanced Education and Manpower, Annual Report, 1981.

expenditures for manpower, supplies and services, and capital equipment from 1976 to 1985.

Table 13

Community Vocational Centres Program Expenditures
1976 - 1985 (in dollars)

Year	Category		
	Manpower	Supplies & Services	Capital
1976-77	871,000	97,000	65,734
1977-78	680,670	220,547	27,160
1978-79	735,868	182,301	62,433
1979-80	824,420	191,358	27,414
1980-81	1,075,054	280,194	26,593
1981-82	1,429,848	436,993	67,188
1982-83	1,550,081	435,378	86,579
1983-84	1,719,923	547,061	63,729
1984-85	1,870,215	543,787	192,215

Taken From: Annual reports of the Department of Advanced Education and the Department of Advanced Education and Manpower, 1976-1985.

The initial Community Vocational Centres and AVC Grouard budgets were drawn by the Coordinator of Vocational Education. The CVC President consulted with education committees in the CVC service area regarding the distribution of operating funds. Each community was provided a program operating budget complete with outline. These were consolidated to provide a general summary detailed by example in Appendix P, page 462. Reports of expenditures were supplies to education committees at the monthly Council of Community Education Committee meetings. If a community had changed its program priorities during a given year and had not used three fourths of its allotted budget by January 1 of the succeeding year, funds were transferred to communities requesting services which their original allotment was unable to supply.

The Finance Operations Branch provided monthly reports on expenditure by community and by department. In 1983-84 budgets were broken down by community and by internal operating sector (e.g. Instruction, Counselling, Educational Media Services, Administration, Warehouse, Computer Services, Continuing Education). Internal computer use was initiated in 1984 to provide immediate budget feedback on expenditures and commitments but lack of adequate hardware and software necessitated postponement of the project.

Student finances were not part of the CVC operating budget, but were administered by other departments such as the Department of Manpower or other agencies such as the Canada Employment and Immigration Commission or the Indian Regional Council.

This concludes the section pertaining to organization, administration and finance. Instructional and program services will be discussed in the following section.

Instructional and Program Services

The nature of programs and the style of delivery of programs were affected by: program needs as perceived by the education committees; local and regional vocational opportunities; relative immobility of residents in isolated communities, language barriers and low academic levels; seasonal employment; availability of instructors; student registrations; availability of financial resources; and sponsorship by local, regional or provincial agencies.

Early programs were seen by the senior officials of the Department of Education and subsequently by the Department of Advanced Education as limited to vocational preparation or academic upgrading to a grade nine equivalency level, and short skill courses of a further education or continuing education nature in unincorporated and isolated communities. Additional programs were supported in the incorporated communities of the service area such as Slave Lake or Kinuso where federal sponsorship would occur. These centres were known as Satellite Vocational Centres (SVC's) since educational management occurred from the CVC Central Office. By the mid 1970's both incorporated and unincorporated communities were requesting increased programs for credit for such reasons as: many occupations in the region required academic standings beyond the grade nine level, job opportunities were increasing in the north, and educationally disadvantaged northern residents were gradually increasing their basic literacy levels to that of grade nine.

Immediately prior to the turnover of the vocational centres in the Mackenzie North (Peace River, McLennan, Manning, Paddle Prairie, Assumption, High Level, Meander River, and Fort Vermilion) to AVC Grouard by the Department of Advanced Education and Manpower in 1976, the Assistant

Deputy Minister of the Field Services Division issued a summary of discussions with the CVC President. Although there was not agreement by both parties as to the outcome of the discussion, the summary indicated that "the program mandate for the CVC operation within I.D. 17 shall have as its focus delivery of educational courses at the 0-9 grade levels inclusive of basic job readiness training and life skills programming where demand is indicated and funding is available" and that "educational programming at the grades 10, 11, and 12 levels may be approved upon request" (Memorandum from Assistant Deputy Minister of the Field Services Division, March 9, 1976). Senior officials viewed this move as a means of setting a specific programming role for Community Vocational Centres within budgetary constraints. The President viewed it as a limiting factor on education committee input and on programming flexibility.

By the late 1970's and early 1980's, program needs in the service area continued to expand and it was found that the CVC base budget was unable to provide for these growing program needsas perceived by stakeholder groups. At this time, the CVC program role evolved from not just a deliverer of programs but to a deliverer and a broker of programs. Other AVC's, community colleges, and technical institutes provided programming under CVC coordination. By 1985, programs were being brokered through Community Vocational Centres by colleges, technical institutes, AVC's and universities. Continuing education programs were considerably expanded as well. Communities within the CVC service area which received program delivery and support services in 1985 are indicated in Figure 17, page 187. The communities, which are identified with arrows, had received program and support services on a regular basis. Additional communities to which the CVC Program provided services in 1985 on basis of request included High Prairie, Owl River, Grande Cache and Grouard.

Program Procurement

Education committees played a vital role in obtaining programs. If a community desired one or more programs, the CVC President or his designee met with the education committee to review curriculum, hiring procedures, length of the program, start dates, facilities, and budgetary constraints. In the early 1970's, numerous community members attended these open committee meetings. This became a learning experience for the community residents. If a community had no perceived needs for programs, the CVC service would be withdrawn until the community asked for programs provided funding existed. Program funds were then applied to programs requested by other communities in the CVC service area.

Once community program priorities were established and funding was in place, instructional positions were advertised and notices of start dates were posted. These two activities were preceeded by obtaining a list of candidates for entering the designated programs. The beginning of a program was predicated on having sufficient registrations to justify the ex-

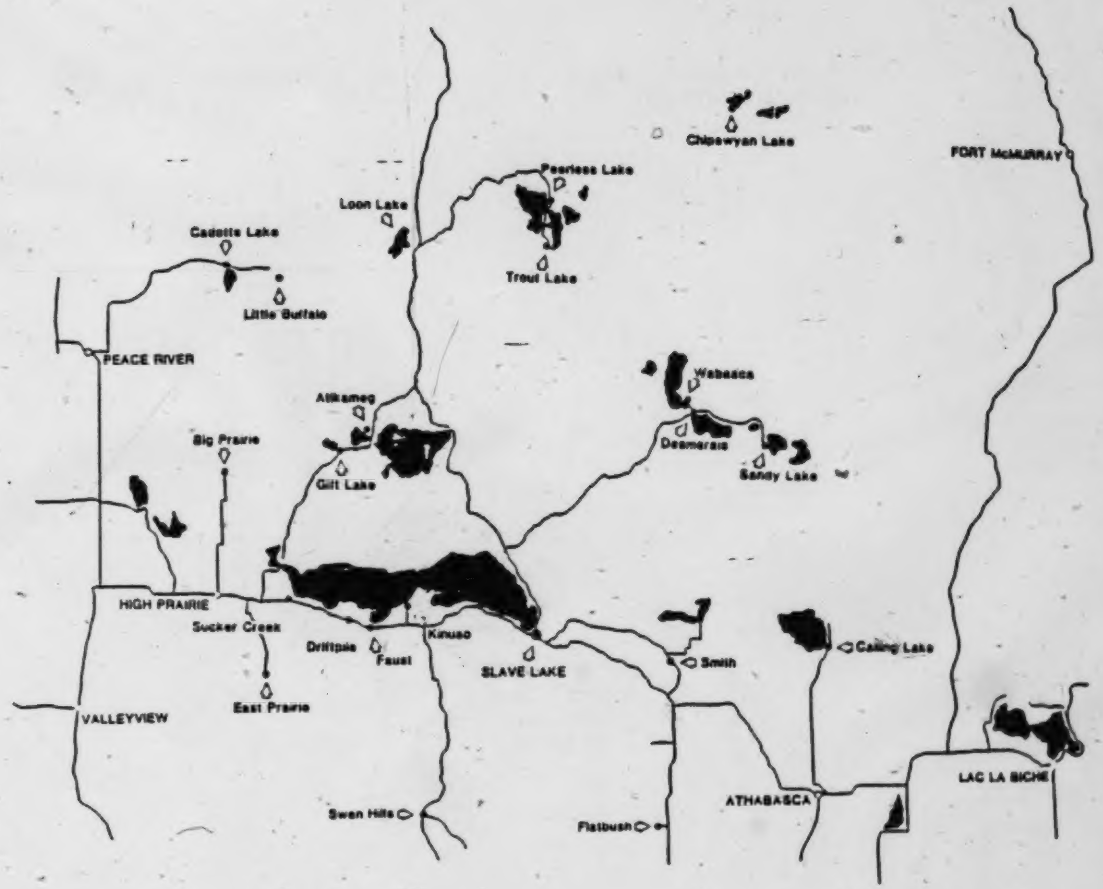

Chipewyan Lake
FORT McMURRAY
Peerless Lake
Loon Lake
Cadotte Lake
Trout Lake
Little Buffalo
PEACE RIVER
Wabasca
Atikameg
Big Prairie
Desmarais
Sandy Lake
Gift Lake
HIGH PRAIRIE
Sucker Creek
Driftpile
Faust
Kinuso
SLAVE LAKE
Smith
Calling Lake
East Prairie
VALLEYVIEW
LAC LA BICHE
ATHABASCA
Swan Hills
Flatbush

Figure 17. CVC Service Area - communities that received programming and support services are indicated with arrows.

Taken from: CVC records

penditures. Locations and facilities were arranged. At the inception of the CVC Program, facilities were, in many cases, very basic in structure as is indicated in Table 14, page 189. If the community was geographically large, negotiations by the education committee were conducted with CVC personnel in order to obtain transportation for the students. Field staff would make arrangements with the administrative component for equipping the Community Vocational Centres.

The newly-hired instructor, if not from the community, would have to find living accommodations. This was very difficult in the isolated communities or in growing communities such as Slave Lake and Swan Hills.

In the early and middle 1970's, isolated communities wanted flexibility for scheduling programs. Hunting, fishing, trapping, and other seasonal employment affected program attendance.

The communities could, at that time, best be served by having flexible start and stop dates and by having a continuous entry-exit arrangement for students. Most adult students wished to take advantage of seasonal employment in order to provide for their families. This necessitated the individualization of the full-time programs such as basic job readiness and vocational preparation.

In the basic literacy and vocational preparation programs conducted in the communities closer to paved roads and in the incorporated communities, individualized instruction and continuous intake-exit procedures were also

Table 14

Community Vocational Centres Facilities at Program Inception and in 1985

Community	Facility	
	at Inception	in 1985
Atikameg	Mission house	Vacated band office
Big Prairie	Community-built hall	Community-built hall
Cadotte Lake	Community-built hall	Community-built hall
Calling Lake	Community-built hall	Community-built hall
Canyon Creek	Vacated one-room school	Vacated one-room school
Chipewyan Lake	Community-built hall	Community-built hall
Driftpile	Basement of band office	vacant house
East Prairie	Community hall	Meeting room in community hall
Faust	Vacated church building	Recreation hall
Flatbush	Vacated school	Community rec hall
Ft. Vermilion	Hudson Bay house	Under Fairview College
Gift Lake	Vacated one-room school	Mobile units joined
Grande Cache	Vacant store	Under AVC Edmonton
High Level	Empty school classroom	Under Fairview College
Kinuso	Abandoned service station	Moved motel units

Table 14 continued.

Community	Facility	
	at inception	in 1985
Little Buffalo	double-wide trailer	Double-wide trailer
Loon Lake	Community-built hall	Community-built hall
Manning	Church basement	Under Fairview College
McLennan	Vacated school	Under AVC Grouard
Meander River	Vacated Forestry residence	Under Fairview College
Paddle Prairie	Community hall	Under Fairview College
Peace River	Empty school classroom	Under Fairview College
Peerless Lake	Community-built log hall	Community-built log hall
Sandy Lake	Community hall	Community hall
Slave Lake	Trailer and hotel room	Commercial office space
Smith	Church log hall	Vacated house
Sucker Creek	Vacated school	Under AVC Grouard
Swan Hills	Trailer	Double-wide mobile unit
Trout Lake	Community-built log hall	Community-built log hall
Wabasca-Desmarais	Mission residence	Mission residence (Alberta Public Works)

Taken From: CVC records and interviews.

followed. This required considerable study and marking for instructional staff who were providing instruction in numerous courses. As demands for credit courses were made, the challenge to the instructor was even greater. By the early and middle 1980's, increased levels of basic education and increased occupational opportunities resulted in students being able to attend for longer periods of time permitting instructors to schedule courses and times with students. In 1983, a trimester system was initiated which brought about negative reaction from some education committees. However, the blocks of time permitted greater opportunities to monitor progress and also provided students with the challenge to master course content in the time that best suited their personal circumstances but provided time bench marks to more adequately evaluate progress.

Conditions under which programs were terminated included insufficient enrollment, a request by the education committee, or completion of a term-definite program.

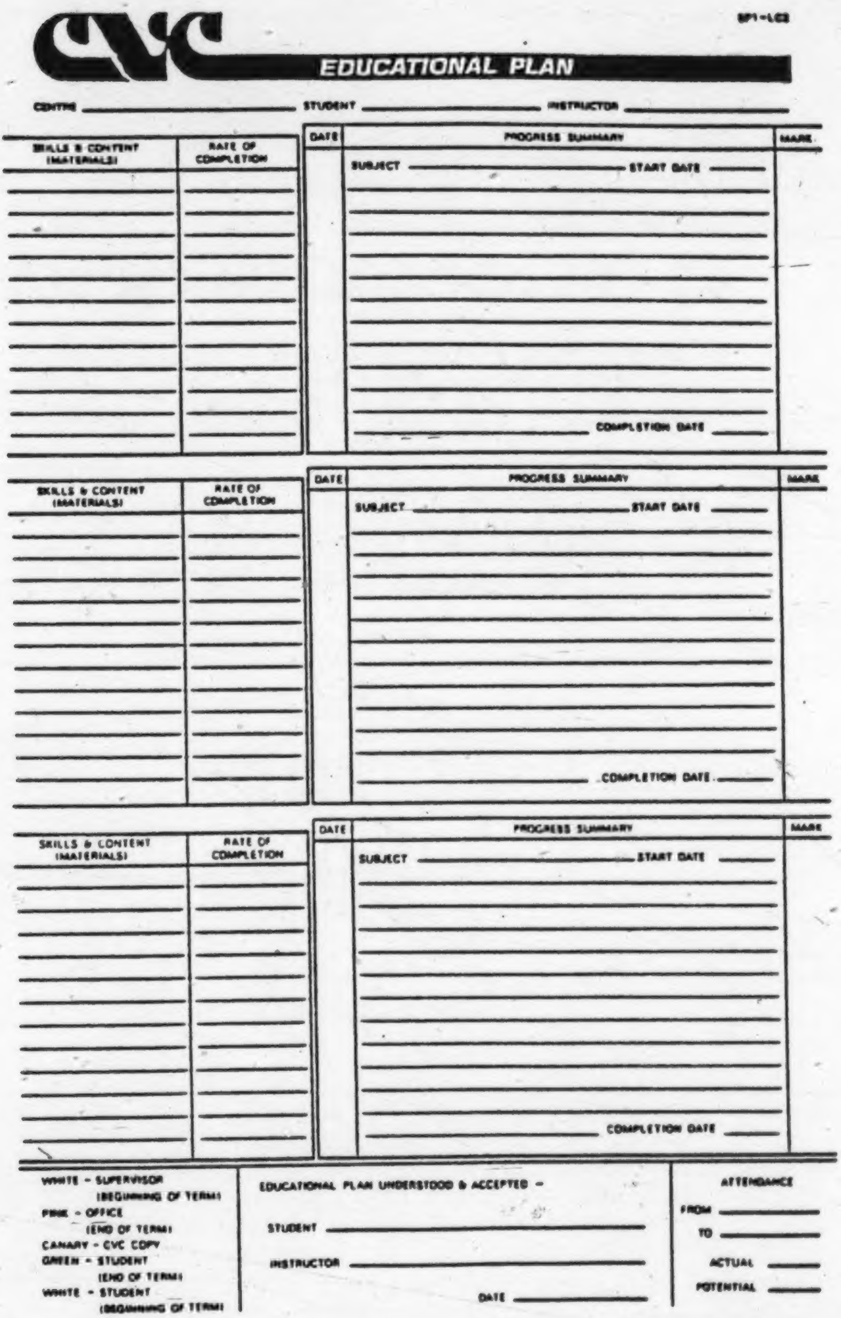
Role of the Education Committee

The education committees were involved in all aspects of the programs except classroom and curriculum management. Committees invited instructors to meetings as non-voting members to be informed of course and student progress, facility needs, attendance problems, vacancies, and student problems that committees might be able to resolve. Student waiting lists were discussed and priorities were set jointly regarding admissions.

Role of the Instructor

The resident instructor for full-time programs was expected to participate in community activities and enhanced the instructor image in the community by doing so. The classroom was managed and administered by the instructor who, in most cases, was the only full-time CVC staff member in the community. The instructor provided educational and sometimes personal counselling; assisted students in drawing up their learning contracts (see Figure 18, page 193); arranged field trips; planned lessons and curriculum materials; marked assignments and tests; and participated in developing modules and units for courses (see Appendix O, page 456). Bilingual (Cree and English) instructors had the advantage of open communications with community elders and with students learning English as a second language.

In most cases, the instructor lived in the community. Where accommodations were impossible to obtain, commuting up to forty-five miles per day one way occurred. In the 1970's, the Alberta Housing Corporation provided only limited accommodations because Community Vocational Centres were considered to be temporary. Thus staff mobile units were first provided only at Wabasca. The instructor lived in small quarters included in the modest-sized community halls in Chipewyan Lake, Loon Lake and Little Buffalo. Instructor housing was built by Peerless Lake and Trout Lake communities with Special Area grant money. Alberta Housing then assumed responsibility for these houses. By the late 1970's, mobile



[illegible]

CVC EDUCATIONAL PLAN

CENTRE ______ STUDENT ______ INSTRUCTOR ______

SKILLS & CONTENT (MATERIALS)	RATE OF COMPLETION	DATE	PROGRESS SUMMARY	MARK
			SUBJECT ______ START DATE ______	
			COMPLETION DATE ______	

SKILLS & CONTENT (MATERIALS)	RATE OF COMPLETION	DATE	PROGRESS SUMMARY	MARK
			SUBJECT ______ START DATE ______	
			COMPLETION DATE ______	

SKILLS & CONTENT (MATERIALS)	RATE OF COMPLETION	DATE	PROGRESS SUMMARY	MARK
			SUBJECT ______ START DATE ______	
			COMPLETION DATE ______	

WHITE – SUPERVISOR (BEGINNING OF TERM)
PINK – OFFICE (END OF TERM)
CANARY – CVC COPY
GREEN – STUDENT (END OF TERM)
WHITE – STUDENT (BEGINNING OF TERM)

EDUCATIONAL PLAN UNDERSTOOD & ACCEPTED –

STUDENT ______

INSTRUCTOR ______

DATE ______

ATTENDANCE

FROM ______
TO ______
ACTUAL ______
POTENTIAL ______

Figure 18. The educational plan was a form of learning contract between student and instructor.

Taken from: CVC records

homes were supplied by Alberta Housing at Gift Lake, Wabasca-Desmarais, and Calling Lake. The same rent as that charged urban dwellers was charged CVC instructors. At Wabasca-Desmarais, water and sewer services existed. At Gift Lake and Calling Lake, there were no such services and no compensation in rental rates. This caused considerable hardship for those instructors since the rent was approximately double than for equivalent accommodations in those communities.

In the 1980's, after realizing that Community Vocational Centres were providing nearly continued service, several mobile units were provided again, under the authority of Alberta Housing. Rent for housing units provided by Alberta Housing was subsidized by the CVC Program. Some instructors either rented, purchased a house in the community, or moved in their own mobile unit. The CVC's had obtained three small mobile bunk houses which were used by both full-time and short-course instructors. Living conditions in most cases were lower than urban conditions but were usually in keeping with the socio-economic environment of the communities. Instructors were very tolerant and their dedication to serve the communities in which they lived usually surmounted the often inadequate living conditions. Survival during the cold weather often meant lighting a fire under the propane tank to build vapor pressure or splitting wood for early stoking of the wood stove in the CVC so the temperature was nearly acceptable when classes started. Table 15, page 195, indicates the mode of heating those centres within I.D. 17.

Programs and Enrollments

Initiation of the Community Vocational Centres occurred primarily between 1971 and 1972 with emphasis on the development of the education committees who had little direct experience in local government or committee processes prior to 1971. Program activity was essentially academic upgrading from the zero to nine levels for that year (see Table 19, page 215 for enrollments).

Table 15

Methods of Heating the Community Vocational Centres

Community	Heating Method	
	1971-1975	1985
Atikameg	oil	propane
Big Prairie	propane	propane
Cadotte Lake	oil	oil
Calling Lake	propane	oil
Chipewyan Lake	wood	oil
East Prairie	oil	propane
Faust	oil	propane
Flatbush	propane	natural gas
Gift Lake	propane	propane
Kinuso	oil	natural gas
Little Buffalo	oil	oil
Loon Lake	wood	propane
Peerless Lake	wood	propane
Sandy Lake	wood	propane
Slave Lake	natural gas	natural gas
Smith	propane	natural gas
Swan Hills	propane	natural gas
Trout Lake	wood	propane
Wabasca/Desmarais	wood/steam	natural gas

Taken From: CVC records and interviews

The CVC President promoted the delivery of programs according to locally perceived needs. Accordingly, in the 1972-73 academic year, academic levels zero to grade nine upgrading was offered in seventeen Community Vocational Centres and Satellite Vocational Centres (SVC's), high school upgrading in three centres, a clerk-typist program in two centres, a leadership training program in one centre, home economics and shop training in one centre, carpentry in one centre, home electrical wiring in one centre, and small engine repair in one centre, an automotive short course in two communities, a sewing course in two communities and a cooking course in one community. This modest list of courses and programs occurred with a CVC supervisory, administrative, counselling and clerical staff of five of which two were part of the Coordinator's office. In summary, the training programs initiated in 1972-73 in the CVC's and SVC's were in the "areas of literacy and basic academics, home science and 'Mr. Fixit' technologies" (Office of Program Coordination, Annual Report 1972-73, p. 1). While over 80% of the CVC staff and AVC Grouard staff were of native ancestry in 1971-72 (Perry, 1972, p. 1), the percentage dropped to about 65% for 1972-73 (Office of Program Coordination, 1973, p. 1) due to increased numbers of staff with university and technical institute credentials. Support staff for 1972-73 included five supervisory staff, four counsellors, and two clerical staff including staff for the Coordinator's office.

By the 1973-74 academic year, the variety of programs was increasing. More unincorporated communities were requesting senior high school upgrading for the upcoming year. Sponsorship of students in CVC's and SVC's reached the number of 210 by Canada Manpower, twelve by Indian Affairs and 283 by Alberta Vocational Training (AVT). The majority of the programs were of a vocational preparation nature. Since nine of the communities served requested leadership and management training, pressure was exerted on the Community Vocational Centres to deliver such a program which was to become known as Civics. The Isolated Communities Advisory Board (ICAB) also made it clear that leadership training was desired. The ICAB along with education committees indicated common problems experienced by the isolated communities: education, land tenure, job skills, job opportunities, road conditions, transportation, relationship with mainstream society, leadership, and medical services. (Civics Program - General Information for Facilitator, 1974, p. 2) A Civics program which would provide information through audiovisual aids and through specialists was envisaged as a possible solution. A graduate of the Education Technician Program headed up the Civics program with advice from the CVC President, community leaders and personnel of AVC Grouard. A team of researchers funded by a federal Training Improvement Program (TIP) grant compiled information that could be used for Civics instruction. To prepare for local instruction, instructors were encouraged to attend the Life Skills Program offered at AVC Grouard.

The purpose of the Civics project was to respond to community requests for leadership training. The curriculum included adaptations of the life skills portion of the Saskatchewan NewStart project, basic job readiness training specifically related to employer-employee relationships and expectations, information about societal institutions, and information as well as coping skills that would assist the student in taking advantage of social and economic opportunities for advancement. Education Technicians were expected to be the instructors of Civics backed by a supervisor/organizer who was knowledgeable in Civics - likely the Civics program development team leader. Information gathering, development and piloting were planned to begin in 1975 and end in 1976. Following the research and development of materials, project funding ran out. The project was discontinued but the materials were used by instructors in job readiness and life skills courses.

Program emphasis in the mid 1970's included vocational preparation, short courses and civics. Education Technicians provided instruction in basic literacy to the grade nine level. Courses included mathematics, reading, English, pre-apprentice science and general science. They also participated in the instruction of basic life skills. Certified teachers were hired to provide instruction in a variety of high school credit courses - mostly the basic academic courses at the beginning of high school course offerings - such as mathematics, English, and science. As courses were developed and as demand increased, the number of course offerings increased. Programmed curriculum, individually prescribed instruction and continuous intake-exit for students characterized the style for delivery. Short courses as requested by the education committees included practical skill training and information but were not directed at specific employment. Typically-requested short courses were home management, practical mechanics, practical house wiring and home nursing. Staff and resources were utilized locally whenever possible. Social demand for further education programs and courses increased. Since the isolated communities, in particular, were in the process of developing leadership skills, they were encouraged to participate in the decision-making processes. Education committees and students volunteered their time in the arrangements for and in participating in the programs. Career motivation and home improvement programs became increasingly demanded. As with the social demand programs, committees and isolated community residents were the key elements in the initiation, implementation and evaluation of these programs. Procedural details are provided in Appendix R found on page 468. Enrollments continued to grow in the vocational preparation programs as both the federal government and the provincial government sponsored students. Table 18, which is found on page 214, indicates the enrollment statistics from 1971 to 1985 in full time credit programs in Community Vocational Centres. In the social demand programs, students were self-sponsored and no training allowances were provided.

Toward the latter part of the 1970's, program demands by communities and agencies were characterized by: greater emphasis on senior high school upgrading, more credit programs leading to certification, greater variety of programs, and more sustained demand for skill development programs. At the same time, Canada Manpower sponsorship decreased for students requiring basic education. Canada Manpower sponsorship was primarily for students in Slave Lake and Wabasca at the senior high school level and for students in secretarial sciences programs in Slave Lake and periodically in Wabasca. Thus provincial sponsorship increased significantly. Sponsorship of treaty students by Indian Affairs continued, but on a limited basis. Increased demand for credit programming resulted in a greater percentage of staff being non-native since the qualifications of the Education Technicians had not increased in keeping with program demands.

Electrification of isolated communities, housing projects, and upgrading of community facilities resulted in more sustained demands for instruction for skill courses. Order-in-Council 1223/76 provided for grants for such utilities as electricity and telephones in northern communities. The Native Liaison Officer of the Alberta Native Secretariat provided information regarding the specific wiring needs to the Northern Electrification

Committee in 1976-77. Community Vocational Centres offered the rural wireman's courses in Slave Lake for representatives from the north central and the northeast parts of the province. Each rural community was eligible to have one certified individual under Order-in-Council 453/70 to do residential wiring in that community. The individuals were certified by 1978 and were able to assist in the electrification of the isolated communities. Interim certificates were issued. Following three wiring jobs and positive reports from the area electrical inspector, regular certification was provided. Another important condition placed on candidates for certification was that the community from which the candidate came was not to be already serviced by Master Electricians nor would the candidate be issued a certificate if there would be opposition from Master or Restricted Master Electricians in the operational area in which the candidate resided. (Letter to CVC President from the Electrical Protection Branch, Department of Labour, June 30, 1978)

Because more sustained skill programming was requested by communities in the service area, the CVC administration was prompted to accommodate some program needs through mobile units for flexible delivery and ease of set up and take down. This move was in keeping with the policy of the Department of Advanced Education and Manpower as outlined in its position paper titled, Mobile Equipment issued in April, 1975, which stated, "Alberta Advanced Education and Manpower recognizes the need to provide some branches with mobile equipment for training and/or administrative purposes" (p. 2). The Director of Campus Development Services of Advanced Education was to administer the policy. AVC Lac La Biche was involved in 1975 with a pilot project which used mobile units to go into communities to provide counselling and training for Indian reserves.

Early in 1978, the CVC President proposed the acquisition of a mobile unit to Campus Development Services. The unit was conceptualized in 1977 and was called a "tentivan" which described its portability as well as the fiber-made removeable walls for use with courses requiring shop space in rural communities (see Figure 19, page 203). The unit was designed for ease of delivery, accommodation of the instructor, and detachable interiors in order for easy retrofitting of the unit for adaptation to any number of programs. The capabilities for retrofitting addressed the problem of mobile units in southern Alberta which were restricted in their design to the delivery of only one or two courses. The concept and design of the tentivan was supported not only by the Assistant Deputy Minister of Field Services Division but also by the Further Education Division of the Department. In a survey conducted by the Further Education Division in northern Alberta in 1978, interest in mobile programs was expressed in such program areas as: community concerns--first aid and law; arts and crafts--upholstery, weaving, ceramics and pottery; rural main-

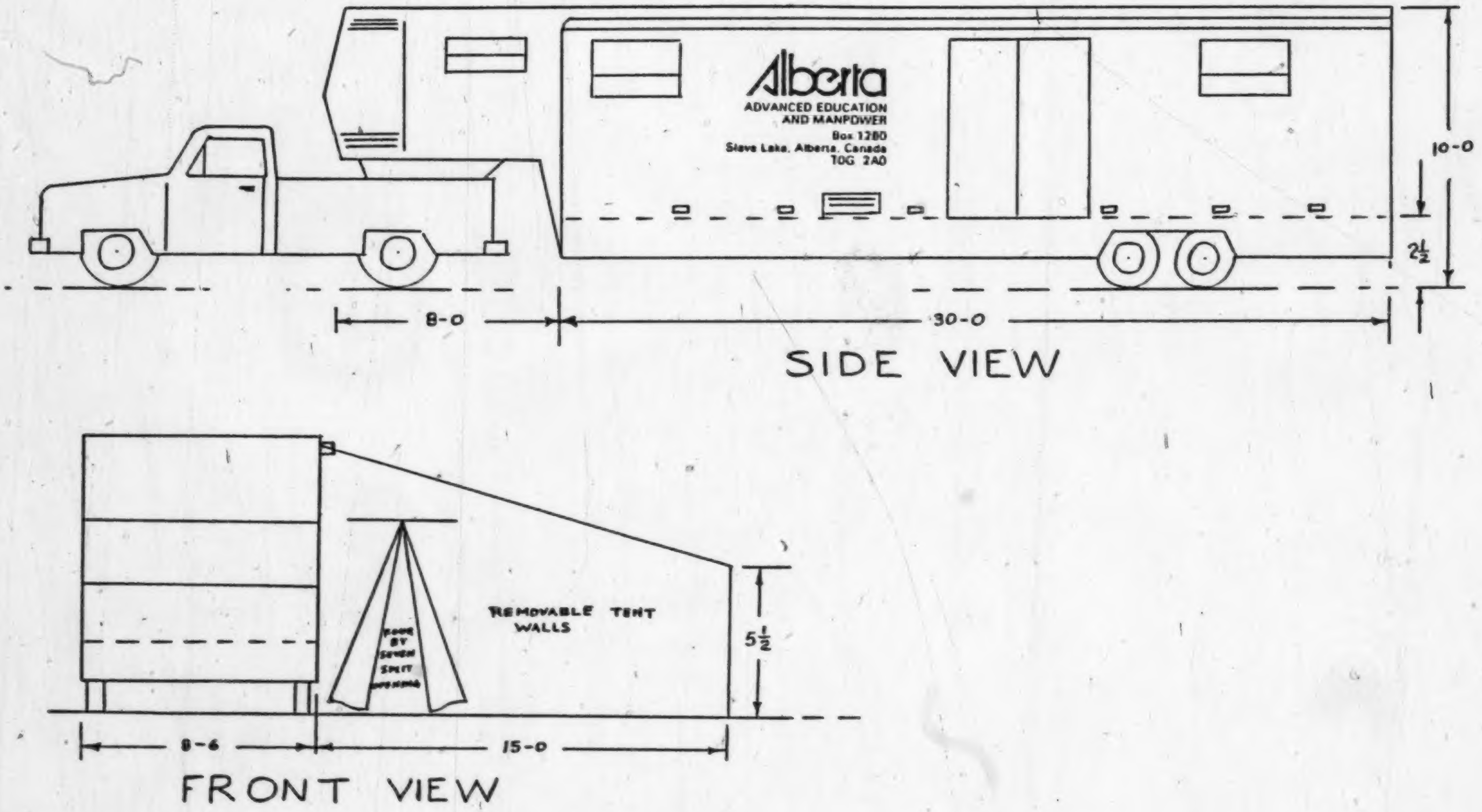

Alberta
ADVANCED EDUCATION
AND MANPOWER
Box 1280
Slave Lake, Alberta, Canada
T0G 2A0
10-0
2½
8-0
30-0
SIDE VIEW
REMOVABLE TENT
WALLS
DOOR
BY
SEVEN
SPLIT
OPENING
5½
8-6
15-0
FRONT VIEW

Figure 19. Tentivan - designed to assist in the delivery of mobile programs

Taken from: CVC records

tenance--appliance repair, woodwork, welding, home maintenance, and wiring; skill courses--women's automotives, driver training, small engine mechanics, and diesel mechanics; and business training--accounting, typing, and secretarial training. Details of the tentivan proposal are indicated in Appendix S, page 475. Funding through Campus Development for the required number of tentivans did not materialize. However, a number of the concepts for the tentivan were eventually utilized when two mobile units were acquired in 1982.

Small engine mechanics and sheet metal were the first two programs taken to communities in I.D. 17 with the mobile units. Communities indicated interest and need. A sub-committee of the Council of Community Education Committees indicated priorities for locations, and schedules were made. CVC staff outfitted the units and arranged for towing to lots that were arranged by the education committees. Electrical power, outdoor toilet~~,~~ and a gravel-base trailer pad were requirements. A small room at one end of the trailer became the sleeping quarters for the instructor. During the initial year of operation (1982-83), the small engine repair unit operated five weeks per community and the sheet metal unit operated eight weeks per community. Daytime courses were augmented by evening non-credit courses for those who were otherwise occupied during the daytime. The units proved to be in high demand and programs were considered successful. During the 1983-84 year, the sheet metal equipment was removed and replaced by equipment for automobile mechanics. By 1985 auto mechanics and small engine mechanics programs continued to be requested. A third mobile unit was acquired on a loan basis and retrofitting began for use as an instructional unit for camp cooking.

During the first half of the 1980's, many students from Community Vocational Centres were taking advantage of programs offered by other AVC's, colleges, and universities. However, communities including such agencies as Metis Colonies, Indian Bands, and Canada Employment and Immigration requested a variety of programs either to upgrade temporary employee skills or to provide skill training to enter employment. Requests emphasized on-site delivery and more credit programs. Community Vocational Centres entered a phase of brokering programs from colleges, AVC's and universities. In 1985, teleconferenced courses - some delivered by Community Vocational Centres and the majority delivered by other post-secondary institutions - were provided to students in the CVC service area. Program offerings of a continuing and further education nature dramatically increased. Cooperative brokering of university programs with the Sunrise Higher Education Society in Slave Lake provided a regional opportunity for northerners to attain professional goals through offering the first two years of university primarily from Athabasca University and the University of Alberta. Also following the report on early school leavers by the Northern Alberta Development Council in 1984, cooperative education began on a pilot basis between Community Vocational Centres and Northland School Division in the communities of Calling Lake, Atikameg, and Trout Lake. By cooperating in areas of instruction and CVC high school course offerings, Northland School Division students did not have to leave the home community to attend high school. Mixing with adults in a school setting was a new experience for these students. However, preliminary reports indicated a high degree of success and student satisfaction. In 1975 credit program offerings included: academic upgrading, clerical sciences, college and university teleconferenced courses, oilfield courses, carpentry, automotives, university preparation and numerous others detailed in Appendix T, page 485. Non-credit courses offered in the CVC's included driver training (certificated), first aid, sewing, public speaking and numerous other courses as also indicated in Appendix T. Included in Appendix T is a listing of non-credit and credit programs and courses offered in 1985.

Program and Curriculum Development

Basic literacy for vocational preparation was the main program element for full time programs at the inception of the Community Vocational Centres. Education technicians were trained to deliver individually prescribed instruction modules developed primarily at AVC Grouard with the aid of Education Tecnnician trainees. Modules were developed for mathematics, reading, English and pre-apprentice science to the grade nine level. Modules included pre-tests, content with frequent self-marked quizzes, and post-tests. A mark of 80% had to be attained by the student before continuing to the next module. Commercially produced individualized materials were also used and modified. Audiovisual materials from McGraw-Hill's Educational Development Laboratory (EDL) were used extensively in the early and mid 1970's. AVC Grouard and CVC instructors participated in development of new modules and modification of existing modules to meet new demands and changing curriculum requirements. Since CVC instructors were with their classes six hours per day, limited time was available to develop course modules. Up to the mid 1970's, CVC instructors and students relied mainly on modules developed by AVC Grouard course developers.

Increased demand for high school credit courses resulted in a combination of instructional approaches. Other students enrolled with the Alberta Correspondence School and CVC instructors acted as tutors. Some students worked with Alberta Correspondence School materials and CVC instructors tutored the students and graded the papers. Some high school course modules were developed by AVC and CVC staff and were taught. Depending on the subject specialization, some courses were developed and taught by CVC instructors directly. Improvement of telephone communications and development of materials permitted the subject specialist to deliver courses through teleconferencing in 1984-85.

Since the CVC Program began as a project of the Department of Education and then of the Department of Advanced Education, care was taken to maintain high academic standards. Between the interim when the Department of Education ceased to formally administer grade twelve Departmental Examinations and when it reinstated final examinations for certain grade twelve subjects, CVC instructors provided their own examinations as well as having Departmental examinations of achievement administered.

Basic job readiness programs were tailored to the educational, personal and employment needs in the communities from which the student came. Further education courses were tailored to the educational and interest level of the student. Generally curricula for courses were influenced by such factors as: standards of the Department of Education; standards of the Department of Manpower; academic levels of students entering the program; entry skills for special programs (e.g. apprenticeship); occupational skill requirements; sponsorship requirements; employer expectations; and community-defined needs.

In summary, the CVC Program was actively providing instructional and support services to over twenty communities as indicated in Table 16, page 209, from 1971 to 1985. Additional communities such as Owl River, Grande Cache, High Prairie and Grouard received one-time instructional services which is not indicated in the table. Student population and services to students will be described in the next section.

Table 16

Communities in Which the CVC Program was Active by Academic Year (Whole or Part) From 1971 to 1985

Location	Year														
	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85
Assumption					X	X									
Atikameg		X	X	X		X	X	X	X	X	X	X	X	X	X
Big Prairie	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Blue Ridge		X													
Cadotte Lake		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Calling Lake		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Canyon Creek			X	X											X
Chipewyan Lake	X	X	X			X	X	X	X				X	X	X
Driftpile						X	X	X	X	X					
East Prairie		X	X	X	X	X	X	X				X	X	X	X
Faust				X	X	X	X	X	X	X			X		X
Flatbush									X	X	X	X	X	X	X
Ft. Vermilion		X	X	X	X	X									
Gift Lake	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Grande Cache	X		X	X	X	X									X
High Level		X	X	X	X	X									
High Prairie														X	X
Kinuso		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Little Buffalo		X	X	X	X	X	X				X	X	X	X	X
Loon Lake		X	X	X	X	X	X	X			X	X	X	X	X
Manning					X	X									

Table 16 continued.

Location	Year														
	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85
McLennan	X	X	X	X	X	X									
Meander River					X	X									
Paddle Prairie		X	X	X	X	X									
Peace River				X	X	X							X		
Peace River Correctional Institute		X			X	X	X								
Peerless Lake		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Sandy Lake		X	X		X	X			X	X			X		X
Slave Lake	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Smith					X	X	X	X	X	X	X	X	X	X	X
Sturgeon Lake	X	X													
Sucker Creek						X	X	X	X	X					
Swan Hills														X	X
Trout Lake		X	X			X	X	X	X	X		X	X	X	X
Wabasca	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Taken From: CVC records and interviews

Students and Student Services

Studies during the 1960's indicated adults in north central Alberta, particularly those in isolated communities, were socially, economically, and educationally disadvantaged. Very little economic development activities existed in these communities. Adults generally were employed seasonally and were growing increasingly dependent upon government-sponsored programs. Drop-out rates in the schools were high. In isolated communities, no senior high school education was available other than through correspondence courses.

The most pressing educational needs of adult students in north central Alberta was for basic literacy and vocational preparation. Social needs included child care, security of land and residence, communications, community leadership, and recreation. Economic needs included occupational opportunities in the region. In the early 1970's, adults in the isolated communities became not only full-time students in basic literacy and skill development, but there was also training for leadership through volunteer work on the education committees and through information workshops to assist with resolving social and economic needs.

Nature of Student Population

Adults generally did not desire to attend adult education institutions outside their home communities in the early 1970's. Quick solutions delivered by agencies from outside the communities had proven unsatisfactory to adults in isolated communities. The provincial departments of Education and Manpower and Labour (1972) indicated that "any meaningful programs in the north will be both long term and gradualistic in nature, and therefore, unlike any that, like the seasons, have come and gone in the past" (p. 1). These two departments, in reference to adults in northern Alberta, further stated that: "Attempts to relocate them into growth centres have been relatively unsuccessful. Programs which will succeed in helping these people will have to begin where the people are" (p. 8).

Low academic, social and employment levels suggested to the CVC Program that educational needs as indicated by community residents had to be broader than just academic upgrading. The nature and needs of the students in the CVC service area could be implied from the Alberta NewStart statement of philosophy in 1969 when Alberta NewStart Incorporated (1972) stated:

> Every individual has the right to participate in activities that will lead to a meaningful and successful lifestyle in the Canadian context. More specifically, people regardless of their current economic and social circumstances have the right to opportunities that will lead to economic independence; the ability to earn self respect; the capacity to maintain healthy family living; and the freedom to practice those religious and traditional beliefs that are important to add content to life.
>
> A substantial portion of our population cannot enjoy these amenities of life. They have been denied the opportunities, available to most Canadians, of participating in the development of strong economic and social structures. Such denial stems from the fact that many individuals and groups are powerless to plan for their own destinies or to create their own opportunities for growth because of isolation, limited education, training, social awareness and political involvement. (p. 2)

The Community Vocational Centres attempted to facilitate the student's progress from where that student was educationally and socially to where the student wished to go. For many disadvantaged students, goal-setting was itself a tedious task. CVC counselling staff assisted both prospective students and students in the processes of setting goals and in the activities required to meet those goals. Students in the early 1970's in the CVC service area were exposed to few occupations and role models. This made the work of the counsellor rather challenging to provide information which prospective students could readily understand. By 1975 student career goal orientation had broadened as indicated in Table 17.

Table 17

Vocational Preparation Training Needs As Perceived by CVC Students in 1974-75 in Rank Order By Area

Rank	Area		
	Towns[1]	Slave Lake area-rural[2]	Isolated areas[3]
1	Business	Academic Upgrading	Heavy Equipment Operation
2	Basic Education	Basic Education	Short, skill courses
3	Trades	Trades	Basic Education
4	Academic Upgrading	Home Management	Home Management
5	Heavy Equipment Operation	Business	Trades
6	Home Management	Heavy Equipment Operation	Academic Upgrading
7	-	-	Business

NOTE: [1] Towns: High Level, Peace River, Slave Lake

[2] Slave Lake area-rural: Big Prairie, Canyon Creek, East Prairie, Faust, Gift Lake, Grande Cache, Kinuso, McLennan, Whitefish (Atikameg)

[3] Isolated areas: Cadotte Lake, Calling Lake, Wabasca, Fort Vermilion, Little Buffalo, Loon Lake, Paddle Prairie, Peerless Lake, Trout Lake

Taken from: CVC records, 1975

Student registrations and enrollments tended to increase over the years as is indicated in Table 19 located on page 215. For a complete listing of courses and enrollments, the reader is invited to note Appendix V on page 503.

Table 18

Percent of CVC Students Enrolled in Full Time Programs by Year and by Sex

Year	Sex		
	Female:%	Male:%	Total%
1975	60	40	100
1979	67	33	100
1985	78	22	100

(For Academic Upgrading and Business Programs Only)

Taken From: CVC records

When CVC's were first opened, the male-female distribution was nearly equal according to staff reports. During the 1974-75 academic year, the number of females was nearly twice that of males. (see Table 18, page 214) In 1985 the ratio of males to females had decreased for academic programs. The ratio of males to females for trades and industrial courses increased from 1975 to 1985. The calculations did not include those enrolled in short-term skill courses where the male population was considerably higher in proportion to females. Fifty percent of the students were below the age of twenty seven. (see Table 20, page 216) In a survey conducted in 1975 (see Table 21, page 217), the majority of people entering training were casual laborers followed by housewives and those who were unemployed. In 1975, the majority of students in the larger towns were sponsored federally while a higher percentage of the rest of students from unincorporated communities were provincially sponsored. (see Table 22, page 218)

Table 19

Full-Time Credit Program Registrations and Enrollments Community Vocational Centres - 1971 to 1975

Year	Registrations	Enrollment (Training Seats Filled)
1971-72	*n/a	99
1972-73	300	232
1973-74	n/a	378
1974-75	729	579
1975-76	840	694
1976-77	765	568
1977-78	696	550
1978-79	461	454
1979-80	479	383
1980-81	n/a	372
1981-82	537	344
1982-83	754	455
1983-84	1089	496
1984-85	1346	414

* The exact number of registrations for tne year indicated were not available at the time of this study.

Taken From: CVC records

Counselling

The first counsellor in the CVC service area began work the year before the CVC's were established. The counsellor was employed by the Coordinator of Vocational Education to contact community residents to provide information about programs, student finances, career information, local opportunities, and ways to take advantage of training opportunities. By 1974, the CVC's employed several counsellors who were graduates of the Education Technician program. As instructional needs increased and budget constraints occurred, the number of counsellors was decreased from six to two in the late 1970's and remained that way until 1984 when a third counsellor was added.

Table 20

Percent of CVC Students by Age Attending Full Time Programs - 1974-75

Age	Percent Student Population
17-21	31.5
22-26	19.0
27-31	11.0
32-36	15.0
37-41	8.0
42-46	5.5
47-51	3.5
52-56	4.5
57 and over	2.0

Taken From: CVC records

The main function of student services in the late 1970's was financial counselling. Economic circumstances of the majority of students did not permit self-sponsorship. Subsistence allowances were necessary since many of the students had dependents. The majority of students were sponsored through Alberta Vocational Training. This amounted to 63% of the full-time student population in CVC's for 1973-74. (CVC records, 1974) Thirty-five percent of the students were sponsored by Canada Manpower and two percent by Indian Affairs. It was necessary for the counsellors to be familiar with the policies of these three sponsors as well as maintain regular contact with these agencies.

Table 21

Occupational Status of Students at Entry into CVC Vocational Preparation Programs for 1974-75

Status	Area		
	Town[1]	Slave Lake/rural[2]	Isolated area[3]
Unemployed	9	17	26
Student	3	8	7
Laborer (casual)	61	30	40
Trades-related	3	-	1
Business	-	2	-
Self employed	2	2	2
Housewife	22	41	24

(Shown as Percentage of Total for Each Category)

NOTE: [1] Towns: High Level, Peace River, Slave Lake
[2] Slave Lake area-rural: Big Prairie, Canyon Creek, East Prairie, Faust, Gift Lake, Grande Cache, Kinuso, McLennan
[3] Isolated areas: Cadotte Lake, Calling Lake, Wabasca, Fort Vermilion, Little Buffalo, Loon Lake, Paddle Prairie, Peerless Lake, Trout Lake

Taken From: CVC records, 1975

Later in the 1970's, more people were sponsored by social welfare and through the federal Unemployment Insurance

Commission. This helped to expand the number of contacts that the counsellors made. Counsellors were also required to be familiar with financial arrangements of other institutions such as the Alberta Universities, Keyano College, Grande Prairie Regional College, and Fairview College because CVC students were referred to these institutions.

Table 22

Sponsorship of Students for 1974-75

Area	Sponsor		
	Alberta Vocational Training	Canada Manpower (Canada Employment and Immigration)	Other
Towns[1]	35	62	-
Slave Lake/rural[2]	78	20	2
Isolated areas[3]	79	20	1

NOTE: [1] Towns: High Level, Peace River, Slave Lake
[2] Slave Lake area-rural: Big Prairie, Canyon Creek, East Prairie, Faust, Gift Lake, Grande Cache, Kinuso, McLennan
[3] Isolated areas: Cadotte Lake, Calling Lake, Wabasca, Fort Vermilion, Little Buffalo, Loon Lake, Paddle Prairie, Peerless Lake, Trout Lake

(Shown as Percentage of Total)

Taken From: CVC records, 1975

In the 1980's, sponsorship was primarily AVT. Federal sponsorship was decreased. Indian Affairs sponsorship was replaced with sponsorship by Indian Bands or through the Indian Regional Councils. Details of guidelines for admission and regulations regarding AVT sponsorship are indicated in Appendix W, page 506. Counsellors could make recommendations for the amount for which an AVT-sponsored student was eligible. This procedure, while sometimes making it awkward for the counsellor to act as the student's advocate, had the advantage of students being able to receive their first cheque sooner than if the application form had been forwarded to Edmonton for appraisal and the setting of a rate. By 1980 recommendations were made by counsellors and the rate was set by the Administrative Officer instead of personnel in Edmonton. When a registrar's position was approved in 1983, the registrar had the authority to set these rates. At all times, the Director of Alberta Vocational Training, Mr. L. S. Villett, had the authority to monitor allowance rates and make changes, if necessary.

Career counselling and referrals for training at institutions other than CVC's was the second major function of student services. (CVC Institutional Evaluation, 1979, p. 112) The role of recruitment to CVC programs was a minor role. Counsellors took a broad view of career counselling and consequently assisted in the recruitment of other post-secondary institutions by referring numerous students to their programs. During the 1984-85 academic year, 76 adults were referred to fourteen post-secondary institutions other than CVC's for training. (Counselling Services Annual Report, 1985, p. 4)

Educational counselling operationally was shared by counsellors and instructors. Intake counselling was necessary for students to qualify for AVT allowances. Vocational goals, entrance requirements and course requirements were discussed with prospective students. Goal changes were discussed with counsellors. Regular contact was maintained between counsellors and instructors on matters pertaining to student needs.

Personal counselling was minimal, particularly in the first ten years of CVC operation. If students required health-related or personal counselling, referrals were made. By 1985, staff with greater training in counselling were able to provide more personal counselling to students.

Student Achievement

Self esteem was an important consideration when providing educational services for disadvantaged students. Programs were originally set up so there was no possibility for failure. This was achieved by having courses structured in a modular format with opportunity for achievement checks throughout the module prior to the end-test. Upon mastery of the content of a module, the student proceeded with the next module until the course was completed. This self-paced approach permitted flexibility in scheduling for the student and allowed completion dates to be adjusted individually. Study plans were made by the student in consultation with the instructor. These plans were guides and could be modified as needs arose. This, again, was done in consultation with the instructor. (see Figure 18, page 193) As the demand for greater variety of courses increased, it was necessary to modify the individualized approach, particularly at senior high school level. A trimester system was inaugurated in 1982 which separated the instructional year into three terms of approximately twelve weeks each. Time constraints were then placed on certain courses which permitted instructors to work with larger groups of students. It coerced students to complete courses in the trimester time frames but still provided for an increase in course offerings for students. Instructional staff, in order to meet the course requests by students, worked very hard to keep up with planning, instructing, tutoring and marking. Many centres had only one full-time instructor.

At the time of the establishment of Community Vocational Centres, some students in the isolated communities had not been to a city in Alberta and many had not been to more than one large town. In a CVC student survey conducted by Burkholder and Carrier (1973) in six communities, 65% of the students indicated they neither could relocate nor would relocate for further training. An additional 18% questioned the possibility of relocating. In the 1980's, CVC students from every community served by CVC's had relocated either for careers or further training. In 1982, community leaders at a meeting of education committees indicated that because adult students were able to enroll in upgrading, skill and further education programs in their own communities, their confidence levels and competency levels had increased sufficiently that they were able to succeed in the new locations. This was considered by the graduates to be a significant achievement.

Every year the CVC program has operated, with the exception of one, secretarial sciences programs have been offered with partial sponsorship from the federal government. In the 1980's, oilfield maintenance and operations programs have been offered. Employment after completion of these programs was consistently over 90%. (CVC records)

Most of the CVC students who completed courses between 1971 and 1985 were registered in academic upgrading programs. Tables 23, 24, and 25 located on pages 223-225 indicate a steady growth in the number of courses which were completed over the years that the CVC Program has operated. Program completion rates for secretarial sciences and vocational skills programs were considered to be high. These programs were described in greater detail in a previous section. For students who left CVC's in 1979, over 50% had either reached their educational objectives or had found employment as indicated in Table 26 located on page 226. Employment rates for graduates were considered to be higher in the 1980's but exact percentages were not available at the time of data collection.

Student Services

One counsellor served Community Vocational Centres under the payroll of Vocational Education Coordinator at the inception of the CVC's. From 1973 to 1975, several Education Technicians provided counselling services.

Table 23

Comparison of Grade 10 Subjects Successfully Completed by CVC Students 1973-74, 1978-79, and 1984-85

Subject	Year		
	1973-74	1978-79	1984-85
English 10	18	2	3
English 13	1	16	24
Reading 10	-	9	1
Mathematics 10	11	-	4
Mathematics 13	-	-	3
Mathematics 15	20	27	24
Biology 10	18	15	10
Chemistry 10	4	-	8
Physics 10	3	-	-
Science 11	6	7	8
Accounting 10	5	19	56
Recordkeeping 10	-	6	2
Typewriting 10	11	10	34
Business Foundations 10	-	4	-
Mechanics 12	-	-	3
Food Sciences 10	-	-	1
Occupations 10	-	-	5
Industrial Education 10A	-	-	2
Computer Processing 10	-	-	41
Industrial Education 10B	-	-	1
Personal Living skills 10	-	1	2
Social Studies 10	23	4	-
Modern Living 10	-	3	-
Work Experience 15	-	-	6
Special Projects 10	-	-	59

Taken from: CVC records.

From the date of establishment of the CVC Program until 1983, the registration and admissions procedures were conducted by various people: the CVC payroll assistant, the secretary for Instructional Services, and by CVC instructors in cooperation with education committee representatives. By 1983, enrollments were making these arrangements too complex.

Table 24

Comparison of Grade 11 Subjects Successfully Completed by CVC Students 1973-74, 1978-79, and 1984-85

Subject	Year		
	1973-74	1978-79	1984-85
English 20	11	4	2
English 23	1	9	10
Literature 21A	2	1	2
Literature 21B	-	-	1
Communications 21A	-	8	5
Communications 21B	-	6	-
Mathematics 20	4	-	1
Mathematics 25	4	16	16
Biology 20	4	4	2
Chemistry 20	1	-	-
Physics 20	1	-	-
Accounting 20	-	16	35
Typewriting 20	11	11	29
Office Procedures 20	11	-	18
Shorthand 20	-	-	11
Marketing 20	-	2	-
Law 20	-	4	5
Food Sciences 20	-	-	2
Social Studies 20	17	3	10
Local & Canadian Geography	-	-	3
Personal Psychology 20	-	4	2
General Psychology 20	-	-	13
General Sociology 20	-	4	1
Social Institutions 20	-	-	1
Work Experience 25	-	1	28
Special Projects 20	-	-	3

Taken from: CVC records.

In 1983 a registrar was recruited. The registrar was assisted by temporary employees funded from other sources. In 1984, a member of the instructional staff was assigned to the newly-created position of Employment Placement Coordinator in order to assist students in work placement and to assist graduates in employment placement.

Table 25

Comparison of Grade 12 Subjects Successfully Completed by CVC Students 1973-74, 1978-79, and 1984-85

Subject	Year		
	1973-74	1978-79	1984-85
English 30	5	3	2
English 33	2	9	2
Mathematics 30	1	-	-
Mathematics 33	2	-	-
Biology 30	3	-	1
Physics 32	1	1	-
Accounting 30	-	3	11
Typewriting 30	-	-	5
Office Procedures 30	-	-	14
Law 30	-	-	4
Social Studies 30	5	1	5
Social Studies 36	3	-	-
Work Experience 35	-	1	-
Special Projects 30	-	1	2

Taken from: CVC records.

In the years prior to 1985 the size of the counselling unit fluctuated. In the 1980's (until 1985) the counselling unit reported to the Vice President. A job description for the position of Director of Student Services prepared and advertised. It was anticipated that this position would be filled by the end of 1985 to provide a more cohesive student services thrust in keeping with requests from the Council of Community Education Committees.

The nature of students and student services was discussed in this section. In the following section, a review of support services will be presented.

Table 26

Reasons Students Left CVC's Based on Follow-up Study 1979 (in percent)

Reason for Leaving	Percent of Total
Reached training objective	29
Found employment	24
Shortage of funds	11
Daycare problems	10
Family problems	9
Relocated	9
Lost interest	8

Taken from: CVC records.

Support Services

When roads to isolated communities were in poor condition, and when telephone services were nearly non-existent in the north in the early 1970's, administrative staff and instructional staff transported equipment and supplies to the CVC's. On many occasions travelling staff remained in a particular community for several days while meetings were conducted and consulting services were provided to instructors and students. Toward the end of the 1970's when telephone services improved, consultations and requests for service were conducted over the telephone which greatly improved efficiency. As budgetary allotments permitted, non-instructional staff provided much of the transportation of supplies and equipment to the communities in the service area.

The warehouse was located at Slave Lake and was the central distribution point for instructional supplies and equipment for all the CVC's.

Production of both print and non-print learning materials was the responsibility of Educational Media Services. This department also maintained and repaired the audiovisual equipment. It also acquired new and replacement equipment.

Personnel of the Computer Services Department, which began operation in 1982, had the responsibility for looking after computer orders, computer set-ups, and software management. Technical advice and computer maintenance were also performed by this department.

Clerical services for the various locations were provided by a secretarial pool locationed at Slave Lake. Part-time secretaries were employed in communities as needs and resources were indicated.

Van drivers and custodial staff in communities within the CVC service area were employed on an hourly basis depending upon established need.

Conclusion

The various components of the CVC operating system were described in this chapter. The achievements of the CVC Program will be discussed in Chapter V. Recommendations will be made as a result of the assessment.

Chapter V

Assessment of the Achievements of the Community Vocational Centres Program

The inception and the operations of the CVC Program were presented in the previous chapter. Coordination of provincial and federal initiatives to alleviate educational, social, and economic disadvantages in north central Alberta were discussed along with coordination of adult education services. Also discussed were the broad categories of supervision, community input, instructional services, student services, and administrative services. The purpose of this chapter is to indicate the areas of achievement of the CVC Program as well as to indicate issues which were considered by interviewees and writers as deserving attention.

Educational, Social, and Economic Environment

Although a formal research study was not carried out in the latter years of which this study covers, CVC instructional staff estimate that at least a three grade increase in the average academic levels of adults in the CVC service area who participated and successfully completed the program. English as a second language and basic literacy coupled with life skills training and job readiness training were considered to be important in broadening the educational horizons and educational motivations of disadvantaged residents. At the inception of the CVC Program educational goals of students tended to the inclusion of high school preparation or one of several vocational goals such as heavy equipment operation, nursing, carpentering, or becoming an Education Technician. By 1985 educational goals were much broader in scope and in depth. Many from the isolated communities chose trades, paraprofessions, and professions as goals. The Sunrise Project, associated with the CVC Program, facilitated the offering of university courses for the region at Slave Lake. Results from Department of Education examinations in 1985 indicated that student scores were above average for the province. A number of people who took advantage of the secondary and post-secondary educational opportunities in northern communities are employed within the region or elsewhere in the province.

Cooperative ventures between CVC's and local schools (Northland School Division and the County of Athabasca) began to evolve in 1985. Acccording to preliminary reports the dropout rates of local junior and senior high school students decreased almost immediately in the pilot projects. The project placed considerable strain upon CVC instructional staff but staff involved with the project were enthusiastic about the venture. CVC instructors provided instruction and materials for local school students. Itinerant instructors with skill training capabilities also provided community educational services when schedules would permit. CVC students were granted use of school facilities when schedules could be arranged.

In the 1980's enrollments increased in skill development courses. Similarly enrollment increases continued to occur in continuing education and skill enhancement courses in 1984 and 1985. The number and variety of courses requested by education committees, industry, and agencies also increased. General educational levels of adult basic education students were increased. Local employment increased also through the hiring of instructors from the local community. Skill courses in the 1970's tended to be introductory and provided the individual with entry level skills to the various trades and job skills that were available. Toward the end of the 1970's more demand was made by basic education students and community residents for courses related to employment preparation and post-secondary academic studies. In the early and mid 1980's demands tended to be more for trades-related programs, university programs, and the acquisition of direct employment skills. The CVC Program was unable to deliver many requested programs directly. Besides continuing to provide basic education and job readiness training, the CVC Program moved increasingly into the areas of program brokerage, increased reliance upon technology for distance delivery, and coordination of delivery services from other post-secondary institutions.

In 1985 the CVC President sought membership in the North Peace Adult Education Consortium which was expected to provide easier access to additional programs and resources as well as make available to other institutions the CVC mobile programs such as camp cooking, auto mechanics, and small engine mechanics.

Literacy levels have continued to increase over the period during which the study was limited. However, the problem of low academic levels of northerners can be expected to challenge instructional personnel from the CVC's and AVC's for many years to come. High birth rates among the native population and high dropout rates among native children from the school system in northern Alberta still existed in the mid 1980's. In a study conducted for the Northern Alberta Development Council (NADC) by HLA Consultants in northern Alberta in 1984, research was conducted to determine the characteristics of early school leavers, reasons for leaving, factors affecting early leaving, goals, and measures that could increase school retention. The NADC (1984) report indicated for the urban, rural, and isolated communities of northern Alberta that:

> annual dropout rates for grades 7 to 12 are in the neighborhood of 10 to 20 percent; this annual rate varies considerably between ethnic groups and localities. The variance is estimated between 5% and 33%; and it is estimated that at least 50% of students who begin grade one do not complete grade 12 with a large variance depending on individual schools and school districts. (p. 8)

Of significance to the CVC service area were findings from this study which indicated that students leaving school before the age of sixteen were most likely to come from remote and isolated communities, that nearly 75% of early leavers had family members who had also left school early and that the same percentage had disciplinary problems, and that many had negative feelings about relationships with teachers.

In response to the question of what might have been done to encourage the early leavers to stay in school, half the people surveyed indicated that: "better counselling, better relationships with teachers, and better and more relevant courses" (NADC, 1984, p.9) would have had a positive impact upon school retention.

Four goals and measures for meeting these goals were outlined in the NADC study that would have a direct impact on CVC operations. Two of the goals would affect numbers of CVC students and CVC facilities. These goal statements suggested that:

> The student-at-risk is the critical element in an early school leaver mitigation program. Action programs for dealing with the potential early school leaver should be developed. At risk students and students who drop out of school should have access to other educational alternatives. (NADC, 1984, pp. 19-20)

The measures which were suggested to meet these goals included student transfers to CVC's and AVC's and interfacing the grade school system with the CVC system. Mobile education was considered a high priority for permitting school students to continue their education locally. Career counselling was suggested as a measure to help students obtain a better understanding of why education is valuable. A recommendation was made that CVC's and AVC's should remove the age restriction for entry into their programs. This would speak to the need of another goal that "teachers should have better preparation and training for teaching in the north" (NADC, 1984, p. 32).

From 1970 to 1985 social involvement and interactions changed. Increased numbers of volunteers to participate in community education projects through committee work was realized. Education committees for the grade school system of Northland School Division, patterned after the Community Education Committees of the CVC'S, increased local involvement in making educational decisions. Improvement of communications permitted increased social interaction: power lines to communities, telephone service, and a radio station at Slave Lake. Weekly newspapers from three constituencies served communities in the CVC service area. While roads have improved from 1970 to 1985 to the isolated communities, Chipewyan Lake still has no year-round access by road. Roads to Loon Lake, Peerless Lake, and Trout Lake, while improved to 1985, were still nearly impassable during rainy weather.

Entry rates to occupations for which students have been prepared have been high. Oilfield operations and maintenance in the Red Earth-Loon Lake area, the Cadotte Lake and Little Buffalo areas, the Wabasca area, and the Slave Lake area provided opportunities for work placement and employment of indigenous people. Increased numbers of teaching, nursing and counselling positions were open to indigenous people who were qualified. The increased economic control of Indian reserves by their respective Bands resulted in more opportunities for local employment in such areas as social work. Opportunities for cottage industries continued to exist and increase. Increased needs in the region for support services such as clerical services, stenography, and the hospitality industry provided opportunities for CVC graduates. These increases in job opportunities resulted in increased requests for program offerings in the mid 1980's. Appendix T, pages 485 to 493, indicate the number of course completions for the 1984-85 year. Employment rates for graduates from the Oilfield program and the Clerical Sciences program were over 90%. The increased program activity placed strains on facilities and called into question the adequacy of the available space in most of the communities in the CVC service area. An apparent shortage of instructional equipment existed. Manpower shortages at both the instructional and instructional support service levels appeared to be a continued challenge to the institution.

Issues that will likely continue to face the residents in isolated and remote communities include: migration of educated and qualified people from the small communities to larger population centres, further resolution to the land claims issues, increased involvement in local government and community management, continued development of community infrastructure, community populations that exceed the available positions for jobs, and the social problems associated with unemployment and the low skill levels of those who dropped out of the school system.

Facilities

At the inception of the CVC Program all rental and custodial costs were paid out of the base budget. In the last half of the 1970's Alberta Public Works Supplies and Services rented facilities and paid for custodial services for full time programs at Wabasca and the majority of full time programs at Slave Lake. Programs at Slave Lake were conducted in a variety of locations and under varying circumstances. In 1983 discussions were under way among the CVC Acting President, the Campus Development Branch of the Administrative Services Division, and Public Works for a consolidated facility that would provide more efficient service to the region. The intent of such a facility would be to bring improved support to instructional and administrative services. In 1985 negotiations were underway for land acquisition for the proposed new facility at Slave Lake. In 1984-85 a mobile structure was supplied to Swan Hills in order to relieve a dire need for instructional space. A new portable facility was planned for Loon Lake late in 1985 to replace the fifteen-year old building which was condemned after inspection by Occupational Health and Safety. An Occupational Health and Safety tour of centres involving Department staff, Campus Development, and CVC staff resulted in a set of observations and recommendations for changes and improvements to facilities in the region. As of 1985 six CVC's having full time programs had no regular water supply and outdoor toilets were used. The use of mobile training units added to that number. All facilities had electric power by 1985.

Community Involvement

Education committee meetings in the early 1970's often became community meetings. Because people in the isolated communities had grown accustomed to governance and decision making from outside the community, and because they tended to deal with issues locally by consensus, CVC personnel expected lengthy meetings in order to deal with educational issues, how to resolve them according to community satisfaction, and how to initiate procedures to resolve local adult education issues. Education committees began to differentiate CVC personnel from what they called government personnel. As the confidence of these individuals grew, they became increasingly involved in managing the activities of the community. Since many of the communities were socio-economically disadvantaged, committee development and leadership development was considered slow by standards of the more urban and developed communities. While the development was slow, people took a community ownership of their local CVC's, protected them, and made positive decisions for their enhancement (e.g. attendance rules and custodial rules) that would not have been accepted if they were considered to be imposed from outside the community. The rules were accepted and maintained because the community felt responsible and exercised its responsibilities seriously. The CVC staff functioned as facilitators, providers of assistance, and providers of information as requested.

The growth of the Council of Community Education Committees occurred as a result of the interest of the education committees in dealing with issues of adult education of a general and regional nature. At times senior departmental officials felt that committees were being manipulated when letters were sent or meetings were called during times when the longevity of the CVC Program was perceived to be questioned. In 1983-84 when the possibility of amalgamation of CVC's with AVC Grouard was learned by students, staff, and community people, the various stakeholder groups became involved in letting the Department of Advanced Education know that they wanted continued grass-roots input into local and regional programming and wanted to maintain the independence of the CVC Program.

The CEC's became models for other educational interest groups. In some isolated communities, however, an assumption existed that the committee did not need to become involved further as long as operations were occurring smoothly. The negative results of this approach were that the more active committees took more advantage of the program resources. Information flow for those communities tended to limit awareness of activities in neighboring communities thus leaving the committee to deal with crises rather than program progress.

In the 1980's committees generally took more interest in community programs. Down-turns in the economy generated more interest in accessing limited educational resources. The requests for workshops and leadership training had been partially fulfilled in the 1970's. Renewed interest occurred in the 1980's in the development of leadership skills. Each time an election of committee members occurred, the re-training process would occur except in cases where certain committee members were re-elected. Leadership skills were being applied specifically to solving problems and less time was being required to develop the leadership skills _per se_.

Institutional Directions

The CVC thrust during the early 1970's was that of providing for the basic literacy needs to members of rural and isolated communities. Since the service area was severely disadvantaged as outlined in Chapter II, the thrust of the CVC Program also included the development of community input through local education management and provision for indigenous training and employment. In the mid 1970's the Department of Advanced Education and Manpower expected the CVC Program and the AVC's to develop well-defined role and mission statements in order to clarify their mandates. It was imperative for both the Department and the institutions to have clearly defined mandates.

The CVC Program was administered by the Departments of Education, Advanced Education, and Advanced Education and Manpower at different times between 1971 and 1985. During the period from 1972 to 1982 periodic and annual reviews were conducted by the Department. From 1975, the end of the Special Area Agreement, the mandate of the CVC Program was expected to undergo an annual review. While the Department recognized the basic education and adult education development role of the CVC's and appreciated that there was little political agitation from the communities circa the 1960's, it was not sure of the direction the CVC Program was taking internally. The President of the CVC's felt there was pressure to conform to practices and procedures of the more urbanized communities and that isolated community involvement in adult education would be hampered if urban community education standards would be imposed upon them in such areas as public health standards for daycare services and building codes for facilities used for educational purposes. While motives of both the Department and the CVC's may have been sincere and well-intentioned, there appeared to be a lack of understanding, information sharing, and publicity. This could have affected the type of support that the institution requested or received. The institutional self evaluation in 1979 initiated by the Assistant Deputy Minister of the Field Services Division became one more step in the evolution of institutional maturity of the CVC Program. The recommendations of the Visiting Committee were individually considered and a status report was made in the following year. While the CVC's did not agree with all the recommendations or the bases of all the recommendations, opportunity was provided to evaluate the direction of the institution.

From 1981 to 1983 renewed discussions among CVC staff and the Council occurred regarding what the key objectives of the CVC's should be and how they should be operationalized. In 1983-84 the first official draft of an institutional long-range development plan was presented to two divisions of the Department of Advanced Education: Field Services and Program Services. By 1984-85 a completed development plan was accepted by Advanced Education for use and distribution. The President launched a series of activities to provide greater publicity of the service objectives of the CVC's.

Public Relations

Communities in which CVC services were provided knew reasonably well what the CVC Program and its objectives were and how it operated. Essentially these communities owned the programs. Since most of the communities were isolated or semi-isolated, people in southern Alberta or in urban areas of the province were relatively uninformed of the CVC Program and its impact. "What is a CVC?" was a commonly-heard question outside the CVC service area. While staff, students, and committees were busy and were achieving academic and skill successes, many people south of the service area did not know about the program.

Operations of CVC's during the first decade of operation were kept at a low profile in terms of publicity. This was designed so that the educative and the educational processes in the isolated communities would not be disrupted until the communities developed confidence in having input into the management of their educational affairs. There was negative spin-off to this approach because it was difficult for personnel from the Department of Advanced Education to give full support to an enterprise about which limited information was made available. Every budget dollar that was made available was used for either instruction or direct instructional support. Few visits were made by senior officials of Advanced Education to the CVC service area.

After the acceptance of CVC's under the regulations governing Provincially Administered Institutions in 1982, after weathering the storm of controversy over a possible CVC amalgamation with an AVC, and after the Minister of Advanced Education indicated in 1984 that the CVC's would continue to function as a separate and unique institution, the new CVC President made every effort to provide the institution with a higher profile. This was accomplished through such public relations activities as: advertising, public meetings, displays, radio broadcasts, and distribution of printed promotional materials. Communications with other institutions became more evident. Human resources within the institution were used to promote a positive public image.

Institutional Supervision

When CVC's were first developing, the President took considerable care to listen thoroughly to concerns of the education committees. Considerable patience was exercised to allow developmental processes to occur at rates consistent with the social and cultural environments unique to the communities served. Facilitating the concept of community ownership of adult education was viewed by many committees as an indication of respect by the administration. This concept engendered feelings of unity among staff, students, and community members. By the late 1970's some committees felt educational programming and facilities development were occurring too slowly. With increasing pressures and need to conform to governmental practices, as more urban-communities practiced, some committees requested operating handbooks and guides in order to have more effective input into local educational management. The number of administrative and support staff in the program was small during the 1970's and was not able to respond rapidly or adequately to the many requests from communities that were developing at different rates and that had unique needs of their own. The supervisory challenge in the 1970's appeared to be: to protect and encourage the development of the education committees as well as to supervise vocational preparation and basic education program delivery which was primarily funded from the base budget of the program.

In his assessment of the role of the CVC President as a Community Education Coordinator (CEC), Card (1975) stated:

> As the CVC approach to adult learning spreads to larger centres or to agencies such as correctional institutions, the blend of goals which has given persistence and strength to the CVC's and to the CEC role tends to be diluted. The CEC role may be increasingly caught up in goal conflict as a consequence. The unique goal blend of early CVC's provides the basis for an ideological appeal to crusade to preserve the CVC's. To the extent the CEC uses this appeal, especially in government systems, he may be considered an agitator, prophet or would-be reformer, and risk the loss of

> credibility as a civil servant in an administrative structure. (pp. 39-40)

The results of this assessment and prediction were born out according to interviews with the decision-makers who were involved with CVC's. The challenge for the CVC President in the 1970's was to improve working relationships with senior provincial government officials while, at the same time, to encourage the development of government credibility with citizens of the isolated communities so they would accept the CVC concept.

The first half of the 1980's included a gradual increase in manpower to meet the increasingly diverse program requests made by the education committees, cooperating agencies and departments, colony councils, and Indian bands. Nearly one million dollars in Alberta Vocational Training programs, excluding student training support, was supplied by the Department of Manpower in 1985 to augment programs provided through the base budget. Indications in 1985 were that the trend toward increased training activity would increase.

The challenge for institutional supervision from 1985 onwards will be to serve the many, diverse, and increased cooperative educational activities in the service area. Just as important will be the challenge to maintain an institutional capability to be needs-driven rather than be program-driven. Mechanisms to facilitate flexibility of response to program needs will be important to the carrying out of the CVC mandate in its service area.

Staffing

The ratio of instructors to senior staff during the 1970's was greater than for any other PAI or technical institute. While this contributed to one of the lowest educational costs per student compared to other post-secondary institutions, adequate support for instructors and students meant putting in many more work hours per week than would be normally expected from staff. These extra hours were generally volunteered. The CVC Program took opportunities to obtain as many Summer Temporary Employment Program (STEP) positions and Priority Employment Program (PEP) positions that could be approved. People in these positions not only were trained on the job but they provided a fulfillment of service needs for individuals served by the CVC's. This practice, although not falling completely within the provincial guidelines, had the tacit approval of the President.

Safety

Travel safety was enhanced over the years when mobile telephones were installed in most of the leased vehicles. The Occupational Health and Safety representative arranged for summer and winter survival kits which were stored in the vehicles. CVC's, regardless of structural condition, were equipped with fire extinguishers, proper exit doors, lockable cabinets, and first aid supplies.

Students and Student Services

Because most of the students in the CVC service area are economically disadvantaged, the CVC President, by regulation, can waive tuition requirements. This practice was observed consistently during the first ten years of CVC operation. In the early 1980's short courses and continuing education courses had nominal tuition fees charged. After the CVC Program came under PAI regulations, tuition fees were charged according to rates established by those regulations. While the President retained the right to waive tuition fees, in one community, the education committee requested students pay full tuition since they were deemed by the committee to be capable of paying. For brokered courses from other post-secondary institutions students paid tuition as established by the brokering institutions. Students who had difficulty meeting financial commitments made application to the Student Finance Board of the province.

Many adult students from remote areas had social and educational handicaps to overcome before feeling comfortable in a formal classroom setting. Daycare, financial, and family concerns were often of higher priority than formal education. As communities took ownership of their CVC's and their programs, attitudes were noted to have changed. The Big Prairie Education Management Committee (1976) reported:

> The community's attitude toward the school has changed. The first students attending the CVC were subject to ridicule by many people in the community. Schooling was considered something for children and not for adults. The gradual change in attitude to one of acceptance of education for adults is reflected in part by the number of people who have chosen to participate in CVC upgrading and

> short course programs.
>
> In summary, the CVC is the educational centre for the adults of Big Prairie. It attends to the upgrading needs of the community and to the more specific information and training needs of the settlers. Its essential feature is the control of adult education at the local community level. (p. 8)

Students increasingly viewed CVC's as providing opportunities not only as places to be trained for employment but as places where living skills could be learned. As years progressed, students were willing to accept greater responsibilities in the CVC's and in their communities.

Student groups were awarded contracts for custodial services at several CVC's. This procedure provided opportunities to learn job responsibilities as well as raise funds for educational projects such as field trips. In 1985 a federated student society was established and its executive included representatives from the communities served by the CVC Program. The student representatives met in Slave Lake once each month on the same day the CCEC met. The representatives had the opportunity to experience student government and to collectively deal with issues related to student goals. These activities improved and increased the morale and sense of cooperative participation among students and staff. Staff were represented at student society meetings to provide assistance and counsel.

Work experience opportunities were provided by employers for students over the years of operation. Numerous students who were placed with employers for work experience became employed at the same location following graduation. A full time position for the coordination of work placement was arranged internally in 1984-85. Students were not paid for the time spent on the work experience site except for a training allowance. This helped emphasize the role of work experience as a learning project rather than employment.

Nature and Uniqueness of CVC's

The innovators of northern adult education believed the CVC Program was unique because it began as a departure from traditional education and school practices in response to stated and perceived needs of area residents at a time when dependence on government services administered from outside the communities was considered high.

CVC's and other PAI's such as the AVC's were considered to provide unique services. In comparing an AVC to a community college, Crowe (1972) indicated that an AVC provides adults with necessary skills to become employable, programs are regularly reviewed, and there is follow-up with students and employers. (p. 3) A college was considered to be more program-driven with preparatory programs and university transfer courses, with less emphasis in these institutions placed on job-oriented programs. In an AVC individuals are given regular encouragement to succeed. Checks by staff are made regarding attendance and punctuality while students were considered to be left more on their own in the college system. An open door policy of the CVC Program which permitted disadvantaged adults to enter at any level was considered unique. Extensive testing resulted in individualized programs in specific subject areas at appropriate levels in order for the student to experience success. The college system was considered to draw students from a higher socio-economic stratum. PAI counsellors were concerned about programs offered at all post-secondary institutions and made referrals accordingly. They were "more involved with the student and his whole problem and potential" (Crowe, 1972, p. 9) than they were in filling the institution. College counselling was perceived to emphasize recruitment to college programs. Staff performance at PAI's was evaluated annually which was considered a positive step in keeping from becoming complacent through secured tenure. Thus staff were encouraged to be "alert to improve their ability and general performance" (Crowe, 1975, p. 8).

A number of factors were considered to make the CVC Program different from even its sister institutions, the AVC's, particularly in the 1970's. The service area of approximately 65,000 km^2 was composed primarily of unincorporated communities. The service area was greater from 1973 to 1976 when the CVC Program included the Mackenzie North. Students and prospective students wanted to receive their education in their home communities. Course materials were adapted through joint efforts of AVC Grouard and CVC staff to adapt both non-credit and credit course material to the cultural environment of the students. Demands on staff time and staff changes resulted in limited success in program adaptation.

Site selection was determined by education committees rather than by government agencies. Students were admitted not only on the basis of having been counselled but they were screened and, in many cases, interviewed by representatives of the local education committee with a representative from CVC staff. Flexible hours of instruction were arranged according to community need provided instruction in full time programs occurred for six hours per day. In the early 1980's some classes were held for five hours per day in keeping with minimum requirements of the provincial agency which sponsored the program. The situation for adults taking courses in a CVC was similar to the circumstances of the one-room schools on the prairies in the first half of the twentieth century. There was little danger of instructional staff being isolated from students and the community because in most cases the instructor was also part of the small community in which he taught.

The formation, development, and operation of the education committees and their council were considered to be a key factor in the uniqueness of the CVC Program. In its summary and conclusion of the story of the CVC operation at Big Prairie, the Education Management Committee (1976),a committee composed of three people, indicated that:

> The critical success factors of the CVC are its location in the community and its management by elected local rep- resentatives. By incorporating these in the CVC, the Provincial Government has found a formula for adult education which has received enthusiastic support and participation by

the community.

> We are impressed by the number of adults returning to school after having been drop-outs as children. We feel that the flexibility of the CVC Program is responsible for many students changing their image of schooling from negative to positive. Since receptive attitudes to education are so fundamental to learning, we believe that the meaningful participation of the community establishes a basic condition for our people to benefit from the adult education programs sponsored by the Provincial Government. We are grateful that the Department of Advanced Education and Manpower has shown its support by providing Alberta Vocational Training allowances on a flexible basis. Other funding sources, working with different guidelines, have not been particularly accommodating to the needs of our students. (p. 17)

The effectiveness and longevity of the roles of the local education committees were considered to be difficult to maintain in the 1970's because local social and economic problems existed, communications and transportation problems existed regionally, and the existence of activities between native politicians and the provincial government. Card (1975) stated that:

> CVC's, beset with a bewildering array of problems locally, regionally, provincially and even nationally, have emerged from their formative years as adaptive, but still fragile outposts of democracy in adult education in a dynamic frontier situation. Their future appears to rely on two major factors, the strength of basic democratic process in the communities of the region, and a willingness of other levels of government and Mainstream Society to tolerate, facilitate, and support this process. (p. 178)

The gaining of social confidence, linguistic skills, and committee operational skills provided for an acceptable transition for education committees from the isolated communities to meet with newly formed Community Education

Committees (CEC's) from the incorporated communities in the early 1980's without feeling intimidated or overpowered. The advisory committees from the Satellite Vocational Centres (SVC's) in the CVC service area became fully operational CEC's and joined in the council deliberations each month. This action gave indication of the maturity of committees from the isolated communities in being able to accept committee members from the incorporated communities. The new CEC's were able to develop an appreciation for the educational, social, and economic concerns of their counterparts in the more isolated areas. The Council became more adept at understanding regional concerns and making recommendations for resolutions to issues of current concern. The region was considered to have benefitted by the ethnic and geographic mix of representatives of the Council.

Programs

Adult basic education, vocational preparation, training for skill development, and job readiness training were key areas of program delivery at CVC's in the 1970's. Certificated programs for Secretarial Sciences and Rural Wiremen were offered. Skill development courses, dubbed by some critics as "mickey mouse courses", were provided at community request to provide elementary theory and hands-on practice in a variety of trades-related areas thus preparing the students to make realistic career choices as well as for entry into more advanced and certificated programs. Increases in both variety and quantity of credit course offerings occurred over the fifteen years of CVC operations.

Brokered programs from colleges, AVC's, technical institutes, and universities characterized the program thrust along with continued offering of adult basic education and skill development programs in the 1980's. Several education committees, sponsoring agencies, employers, students, and CVC staff expressed needs for transfer programs, pre-employment programs, apprenticeship programs, and cultural programs. The institution is expected to be challenged with the need to utilize distance education technology increasingly to provide greater coordination of brokered post-secondary programs. A need to increase the number of mobile programs with itinerant instruction is expected to increase.

Support to Programs and Training

For the period covered by this study, CVC facilities were generally small with limited storage space. Warehousing was carried out at Slave Lake for equipment and learning supplies. Printing of learning materials in large quantities was contracted to AVC Grouard or to the provincial Quick Print Centre. The acquisition of a high speed copier in 1984 permitted CVC's to print more of their own instructional materials with reasonable quality.

A fleet of over twenty leased vehicles (from three in 1973) permitted visits to CVC's for purposes of student support, instructor support, education committee contacts, agency contacts, facility maintenance, and student field trips.

Until the autumn of 1973 only one senior instructor besides the CVC President was on CVC staff to provide support to instructors in outlying areas. Two counsellors provided services for both the CVC's and the Coordinator's Office at that time. With poor travel conditions it became necessary for the senior instructor to camp for one or several nights at a given community and work with not only the instructor but with the education committee and students as well. Demands on the senior instructor's time were heavy. By 1974 two additional instructional support staff were hired. This alleviated the workload somewhat but with the addition of the Mackenzie North communities to the CVC service area, the workload again increased significantly. Concentrated program support was difficult in the 1970's from lack of sufficient staff. Requests for skill development programs, employment and pre-employment programs, high school credit programs, job readiness programs, and many short courses in the 1980's required increased numbers of staff for supervision and coordination. By the mid 1980's program funding through Alberta Vocational Training and a gradual increase in base funding permitted more thorough concentration on program and training support.

In 1975 an audiovisual technician was hired to provide technical assistance in operation and maintenance of audio-visual equipment which had been previously handled by instructional and support staff. The Department of Advanced Education had felt that media equipment and service could be provided by AVC Grouard but this was difficult because equipment was required for use on that campus and distances which had to be travelled consumed too much staff time. For the period covered by this study the quantity of instructional equipment did not keep pace with the growth of the centres or of the programs. During the 1980's the Computer Services and the Educational Media Services staff were very busy with setting up and implementing computer assisted learning projects, teleconferencing, advertising courses, distributing and maintaining equipment, providing in-service training, and producing print and non-print material for student and instructor use.

Financial support for students registered in full time programs was provided in a variety of ways. The waiving of tuition fees by the President for disadvantaged students resulted in a two-fold benefit. The first benefit was that economically disadvantaged persons were not penalized for attending classes. The second benefit was that administrative support staff who were already fully occupied, did not have an impossible amount of bookwork thrust upon them by these students.

In order for students to qualify for Alberta Vocational Training (AVT) allowances, they had to meet the criteria set by regulations indicated in the section titled Students and Student Services in Chapter IV. The applicants had to be turned down from sponsorship by such federal sponsors as Canada Manpower, later named Canada Employment and

Immigration, or Indian Affairs (Indian Regional Council) before they could be accepted for AVT sponsorship. Students who had been receiving social assistance or who were sponsored by Opportunity Corps were expected to receive continued support during training from the same source. A perceptual problem existed with some students who viewed the AVT training allowance as a wage while, in fact, it was a subsistence training allowance. AVT rates for eligible students were usually somewhat less than the allowances provided by the federal government. However, federal allowances were taxable by Revenue Canada while provincial allowances were not. Both the CCEC and CVC staff made representation to the appropriate provincial agencies when the provincial training allowances fell below educational and related costs which had increased as a result of inflation.

Adult Education and Training in Northern Alberta (AETNA)

From a three-day workshop sponsored by the Northern Alberta Development Council (NADC) which was held at Athabasca in June of 1982, twenty-two recommendations emerged which had an impact on the CVC Program as well as having implications for the service role this program would have in northern Alberta. In attendance at this workshop were: educational representatives, community representatives, senior officials, business and industry representatives, and provincially elected officials. In December of 1982 the Council of Community Education Committees reviewed the recommendations from the workshop and responded to the NADC.

Because these recommendations had an impact on the CVC's, a review of excerpts from the recommendations and the response of the Council to the recommendations is included in the last part of this chapter.

The first recommendation from the NADC (1982) report, which had impications for the CVC Program, stated:

> In all educational programming and delivery, the integrity of the family must be protected by an assurance that provision is made for:
>
> a. programs as close as possible to home communities,
> b. daycare facilities,
> c. family residences at education institutions, and
> d. family relocation counselling. (p. 17)

The Council wished to see student transportation added to the list of provisions. Facility standards and funding were considered as factors that would continue to pose problems in northern communities. The Council agreed with the first recommendation. Since 1982 regional programs necessitated either extensive travel to the location of the course, such as a student attending the oilfield program at Loon Lake, or the locating of some kind of student accommodation while the student was on course. In the case of the Loon Lake program, mobile bunk houses were leased and moved near the CVC. A request to Public Works was made in 1985 for mobile bunkhouses that could be assigned to the CVC Program.

The second recommendation from the workshop stated that "in all educational programming and delivery the role of the community must be encouraged and recognized" (p. 17). The Council felt that this was the way CVC's operated and that there should be no change.

Recommendation number three stated that:

> In order that northern communities and Advanced Education institutions serve as partners in the control of the direction and focus of adult education and training, communities should be given the authority to elect or appoint broadly representative steering committees, where those do not exist now, responsible for giving direction and focus to delivery agency activities. This should apply first and foremost to Alberta Vocational Centres and Community Vocational Centres but should also be considered for other institutions. Specifically the steering committees would:
>
> a. act in an advocacy role with respect to services needed by local communities including carrying out of periodic need assessment studies among service target groups, and
> b. assist service delivery agencies, as third party members, on evaluations of the effectiveness of adult education and training services among users of these services in the communities. (p. 18)

Information flow from the communities to the delivering institution should be kept open according to the Council. The committees provide a type of check and balance and can provide continuity in program delivery. Professionals were expected to continue to be in charge of programming but were expected to consider concerns of the steering committees as indicated in the recommendation.

The fourth recommendation regarding consortia did not have immediate impact on the CVC Program since it tended to function in a consortial manner and brokered programs from other institutions particularly in the 1980's. The recommendation reads: "The existing consortia, which have shown great promise, should receive enhanced assistance in carrying out their mandates. Consideration should also be given to expanding the concept to the northern area not now receiving consortium service" (p. 18). An involvement with consortia was seen as a way to obtain additional programming without building another campus and thus minimize program expenditures. For the CVC Program with limited program budget, the recommendation was given support.

The fifth recommendation spoke to the form of operation of the CVC Program but needed to be enhanced. The Council saw implications in this recommendation not only for service but also for local employment.

> An improved information/liaison mechanism between advanced education institutions and northern Alberta communities, especially remote communities, should be a priority. The intent should be to maximize the public's access to existing programs by individual students. Local liaison officers in remote communities should seriously be considered. (p. 18)

The sixth recommendation was directed at mobile labs and was supported by CVC but lack of funds did not permit the purchase of mobile units until 1983 with the exception of a small mobile welding trailer. This trailer was student built under the direction of both an instructor and the Director of Technical-Vocational Services of the CVC's.

> The Provincial Government should expand facilities and mechanisms to deliver industrial and vocational education in northern Alberta, possibly through mobile labs for trades training. Furthermore, this enhanced vocational education should be available to all community residents, including secondary school students in remote communities. The Vocational Upgrading and Carpentry Training program at Alexander Indian Reserve should serve as a model. (p. 18)

Recommendation seven dealt with the transferability of programs from northern institutions to other provincial institutes of technology. The Council agreed with this recommendation which said: "Transfer programs between northern institutions and their southern counterparts, such as NAIT, SAIT, and Stony Plain, should be increased, especially in the area of technologies training" (p. 18).

In part the eighth recommendation stated:

> The Provincial Government should consider adopting the concept of community adult learning centres for remote northern Alberta communities. These centres could incorporate the activities of the Community Vocational Centre, Further Education Council, Community School and Education North programs, where appropriate. A pilot project should be established to test the concept within the next two years. (p. 18)

The Council felt that each community has a different grouping of societies and agencies and each community has its own idea as to how coordination should occur. Some communities saw CVC's as already filling the need of an adult learning centre. With several divisions in two provincial departments concerned with the delivery of education, considerable discussion and consultations with the communities would be expected. Adequate facilities for the integration of the programs did not exist in communities at that time to carry out this particular recommendation. Further Education Councils, however, did not exist in any of the isolated communities. The education committees in these communities functioned as initiators of further education-type courses.

The ninth recommendation specifically asked that:

> The Provincial Government should maintain and strengthen its training and auxiliary support

> programs designed particularly for remote northern Alberta communities; ie., Community Vocational Centres, Employment Relocation Counselling, Opportunity Corps. Furthermore, the Government should ensure that these successful programs remain oriented to the remote north and not diluted for aapplication elsewhere. (p. 18)

The Council felt this recommendation was already in place and agreed that the support programs should be strengthened. Concern was expressed by members of the Council that programs from the north should not be changed for southerners in the more heavily populated part of the province and then expect the northerners to be able to use the program after the changes have been made. Of the twenty-two recommendations that resulted from the workshop, the tenth was directed at counselling information. According to the recommendation:

> In order that all northerners have access to counselling information on advanced education and training, the Provincial Government should assure delivery of career counselling programs, particularly in the remote communities. Such programs should be delivered locally and be relevant and useful to community residents. (p. 19)

Insufficient staff limited community contacts and student follow-up. Decentralization of counselling services was viewed as preferable to regional coverage from a central location. The recommendation appeared good provided resources could be obtained to make it work. Full agreement was expressed for recommendations eleven and twelve which dealt with increased native participation in programs by:

a. adjusting entrance methods,

b. priorizing programs according to community needs, and

c. improving support systems to Native students/families.

> The Provincial Government should enhance efforts to address the special problems of Native children in the basic (K-12) school system. A particular concern that should be addressed is the high dropout rate, particularly in remote communities. (p. 19)

The education committees set priorites for adult education needs. Since the establishment of local education committees by the Northland School Division greater cooperation was possible to address the general community education needs. The pilot project for cooperative community education planned for 1985 was discussed in more detail in Chapter IV.

The thirteenth recommendation was directed at ACCESS and distance education, and the development of an effective distance education network for northern Alberta. According to the recommendation, the objective of such a network:

> would be to improve northern exposure to programming and new technology. Specifically, the network should include the installation of computers, telecom links and other hardware in community learning centres, supported by training of local operators. (p. 19)

After 1982, ACCESS arranged for contracts with community organizations to supply grants of one thousand dollars each for a satellite receiving dish which would be used to receive signals from the ACCESS Network. Organizations could claim the grant after the equipment was installed and paid for. The program began in 1984 and was prepared to provide eighty grants per year for a three-year period. Capital funds were not available for CVC's. In communities served by Northland

School Division cooperative arrangements were being made to share the signal from the Northland school with adult students.

Four of the recommendations, fourteen through eighteen, referred to funding:

> The Provincial Government should make vocational education funding available to school boards to cover grade ten students who need such services.
>
> Training allowances in northern Alberta must reflect the higher cost of living. Financial differentials provided to married trainees must also be increased.
>
> The Provincial Government should review the adequacy of financial support given directly to industry for industrial training.
>
> Support should be given to the Northern Alberta Development Council proposal to orient the NADC Student Bursary Program to attract and retain needed professionals. (p. 20)

It was noted that greater funding of training to industry would turn industries into educational institutes but would allow for more realistic on-the-job training. Industry could become a competitor with the educational institutions for training.

Recommendations nineteen through twenty-two dealt with jurisdictional issues and state:

> A provincial industrial training plan should be devloped that includes:
>
> a. yearly strategic planning papers for the Province as a whole and its geographic regions, and
>
> b. flexibility and deptn in direct training/retraining of individuals, given the fluctuations in local and regional economic activity.

> The Provincial Government should initiate a joint review of federal/provincial policy and regulations affecting training for Treaty Indians with the intent of removing jurisdictional barriers.
>
> The Provincial Government should initiate a joint review of all advanced education delivery agencies, including ACCESS, the consortia and other departments, to develop formal role statements outlining their mandates regarding: delivery and its initiation, needs assessment and planning, monitoring and control, and funding.
>
> All provincially-administered advanced education institutions should evolve towards local board governance. All boards should be representative of the clientele of the institutions. (p. 21)

The Council agreed with all the recommendations regarding jurisdictions and made an attempt to obtain board governance for the CVC Program but that request was not approved at that time by the Department through the Assistant Deputy Minister of the Field Services Division of Alberta Advanced Education. Greater detail was given this topic in Chapter IV.

Review

One of the challenges of the CVC Program was its perceived need to be a part of the community education process at the time of its inception and following its inception. In the unincorporated communities leadership development occurred alongside the delivery of programs requested by the community or related agencies. The programs in the Lesser Slave Lake special area were considered by Hynam (1975) to be successful in terms of both process and programs. He likened problems in some areas of the north to problems in some third world countries. Suggestion was further made with respect to the developmental process and programs and that three hypotheses were supported:

> 1. Where development projects are concerned, there is a high positive correlation between success and social animation in the initial stages of the endeavor.
> 2. In Third World development projects in which people are involved, there is a high positive correlation between eventual success and:
>   a. social animation until the people concerned identify the project as theirs,
>   b. substantial participation by the people in decision making, and
>   c. self help, measured in terms of progress toward financial self-support or equity.
> 3. In underdeveloped areas there is an inverse correlation between the amount of external money (excluding money spent solely on teaching) spent in the early stages of a project and its ultimate success. (Hynam, 1975, p. 16)

According to CVC records, interviews, and reports a degree of social animation occurred through the activities of explaining to the communities procedures required for obtaining programs, offering to assist with these procedures, and offering to withdraw if programs were not desired. This followed the social animation instigated by community development officers and the Company of Young Canadians in the mid 1960's. Community people took great pride and responsibility in keeping programs, reviewing needs, evaluating, and maintaining facilities. Decision making by elected education committees occurred widely. Decisions and recommendations ranged from hiring instructional personnel to setting program priorities based on budgetary constraints. Limited funds were available during the first several years of operation. If Hynam's third hypothesis is correct, the frustration of being understaffed and of having limited operating resources contributed to the success of the CVC Program and the pride in its operation by the local education committees. Committee members were volunteers who were elected. Facilities were initially acquired and used at a level in keeping with social and economic circumstances of the community.

The Alberta NewStart project in the Lac La Biche area which preceded the establishment of the CVC's, was considered to be successful, albeit expensive, in provision of family counselling, extended training, and provisions for the well-being of the whole family. Areas where weaknesses were considered to exist included: lack of provision for northerners to become involved in planning; seeming inability to obtain cooperation and trust of northerners; and the provision of training without providing assistance in work experience and placement of trainees with employers. According to CVC records and interviewees, these weaknesses were addressed by the initiators of the CVC Program. As late as 1984 a full time employment placement coordinator position was put in place through internal staff arrangement.

The CVC Program assisted in the provision of solutions to low levels of employment in the area through hiring of local instructional staff, van drivers, custodial staff, and part-time secretarial help within budget constraints. In a number of cases training was provided to make the local potential employees employable. The low levels of education were addressed through the provision of courses in English as a second language, basic literacy programs, academic upgrading, hands-on skill training, and job readiness training. The problem of low income levels in the service area was addressed through provision of employment and training for employment. Students were provided with training allowances from either federal or provincial sources. Since seasonal employment was common, students needed a learning environment that did not require continuous attendance from September through June. CVC's provided for entry and exit times suitable to student needs and with flexibility in establishing CVC opening and closing dates. Toward the mid 1980's more people were obtaining regular employment which decreased the need for continuous entry-exit capabilities in most of the centres. Inability of residents to relocate for employment training and employment was, to some extent, alleviated through life skills programs, success at studying at the home community, through field trips, and work placement. The lack of indigenous instructors brought the AVC-CVC response of training Education Technicians from northern communities to work in northern communities. The need for indigenous certified teachers continued to exist in 1985. An attempt was made through the CVC's to assist students to become fluent, literate, to obtain information about how government functions, and to enhance personal living skills to cope with what many northerners felt were encroachments of mainstream society on traditional life styles. Attempts were made to alleviate the problems caused from isolation through arrangement of field trips, general assemblies, and meetings of education committee and student representatives. CVC's attempted to address motivational and esteem issues through encouragement of direct involvement of the committees and students in making decisions about programs. In the academic upgrading components, allowances were made for self-pacing with close monitoring and tutoring. Students had the opportunity to succeed but at rates that were consistent with their backgrounds, needs, and capabilities.

Conclusion

The major points in the assessment were indicated relative to community environment, how the CVC Program responded to perceived community adult education needs, and how it utilized available resources to achieve its goals. In the next chapter events prior to the CVC inception as well as events during its years of operation to 1985 will be summarized and recommendations will be indicated.

Chapter VI

Summary and Recommendations

In Chapter I the need for a study of the Community Vocational Centres Program was discussed. The objective of this study was to describe the evolution and development of the CVC Program to 1985 by conducting such activities as: describing environmental conditions in north central Alberta prior to the CVC Program; describing the roles of the provincial and federal governments in facilitating the development of the CVC Program; describing the roles of community participants in planning, delivering and evaluating programs; and describing achievements of the CVC Program. The method of data collection through literature searches and interviews was described. An interview guide was developed. Following analysis of the guide by a specialist from the Department of Educational Psychology of the University of Alberta, the specialist's ideas were incorporated in the final draft. Preliminary interviews were piloted followed by interviews with key decision makers whose names were given in Chapter I. The majority of the research, however, was bibliographic. The data collected from the interview schedule was integrated in the previous three chapters.

From Chapters II through V the socio-economic conditions in northern Alberta for the ten years prior to the establishment of the CVC's were reviewed. The role of the provincial and federal governments in setting and implementing goals for post-secondary non-university education and general development in northern Alberta were discussed. A review was made of adult education goals by government agencies and community or regional organizations prior to the inception of the CVC Program. A review was also made of adult education and institutional goals as stated by CVC education committees and staff. The role of various components of the CVC Program was described as each role contributed to aspects of planning, delivering and assessing adult education programs in the CVC area. The achievements of the CVC Program were described.

The purpose of this study was to describe the evolution and development of the Community Vocational Centres Program to 1985. In order to summarize the key events leading to the inception of CVC's, and in order to summarize the key events during the development of the CVC's to 1985, these events will be represented in the form of a timeline in this chapter. The remainder of the chapter will be devoted to recommendations. This section will conclude the study of the Community Vocational Centre Program as outlined in Chapter I.

Timeline

Events that lead to or affected the establishment of the CVC Program are outlined in the following timeline. Events which impacted on or were a significant part of the CVC Program are also outlined from 1960 to 1985. This timeline is based on the data that were collected during the analysis of primary sources and the results of the interviews with those who were selected to participate in this study.

1960		proceeding with extensive studies by The University of Alberta (Committee for Social Research) in I.D. 124
1960	Dec. 9	creation of Northland School Division #61 by Ministerial order
1961-68		federal ad hoc "interventions" to solve specific problems associated with regional disparities (e.g. Company of Young Canadians)
1963		program for training vocational counsellors by and at The University of Alberta
		opening of Grouard Vocational school under administration of Northland School Division
		formation of Northern Alberta Development Council (NADC) to: develop potentials of northern Alberta; advise government of ways and means to enhance social and economic development north of the 55th parallel
1964	April	legislation of Community Development (C.D.) program; C.D. headquarters established in Slave Lake
		Coordinator of C.D. appointed and responsible to provincial cabinet through a five-man committee
1965		Northland School Division moved from official trustee status to school board status
		year of protest; marches by northerners to Alberta legislature
1966		federal amendment of 1961 ARDA legislation for inclusion of all rural areas, not just rural agricultural areas
1967		federal training allowance scheme in all provinces except Alberta (Prior to 1967 all provinces had their own training allowance schemes.)
		socio-economic studies done in Census Divisions 12 and 15; other studies conducted

		strategy for development for low income areas of C.D. 15 agreed upon by Resource Development Coordinator and the Rural Development Research Branch
		removal of C.D. from Cabinet Committee and placement under Director of Community Development (part of Department of Industry Development); seen as move to control rather than facilitate community development
		initiation of Rural Alberta Driver Training program for northern Alberta
		adoption of Hon E. C. Manning's White Paper on Human Resource Development; HRDA set up to implement policy and principles of White Paper; sympathetic to C.D. objectives and methods
1967	Aug. 9	federal-provincial agreement regarding Alberta NewStart
1968		appointment of first native trustee to Northland School Division board
		closure of Grouard Vocational School (Northland School Division)
		poor achievement of results by ARDA in Lesser Slave Lake area
		initiation of an interdepartmental masters program of Community Development at The University of Alberta
1968	June 28	completion of report on population, education, social, and economic levels in Lesser Slave Lake area
1968	July	commitment by Alberta Cabinet for special programs in Lesser Slave Lake area
1968	July 3	formation of Lesser Slave Lake Development Association; 26 delegates selected to request development action and change
1968	July 15	recommendation by committee of Cabinet Ministers for regional development, pursuit of special area status for Lesser Slave Lake area, communications and social development

1968	Aug. 7	meeting of delegates from Lesser Slave Lake Development Association with Cabinet and senior officials regarding area needs and possible solutions
1968	Sept. 18	announcement that ARDA and C.D. programs to be incorporated under the new Human Resources Development Authority
		announcement from provincial legislature of a comprehensive development project in Lesser Slave Lake general area
1968	Sept.	appointment of N. Gilliat by HRDA to head task force for Lesser Slave Lake project area
1968	Oct. 1	transferral of Rural Development Research Branch (rural and native programs) from Department of Agriculture to HRDA
1968	Oct. 30	announcement of appointment of N. Gilliat as Regional Coordinator for HRDA
1968	Oct.	action regarding area needs conducted by Alberta (without federal assistance) until October, 1969
1968	Dec.	completion of Metis Study Tour Report
1969	Jan. 1	consolidation of five smaller I.D.'s into I.D. 17
	Jan.	formation of community associations
1969	Apr. 1	establishment of federal DREE
1969	May 9	presentation of B-15 Plan to Hon. J. Oberholtzer
1969	July 28	request by HRDA Resources Coordinator for mobile counsellor for Slave Lake area
1969	Oct.	recommendation of task force for incentive area designation through ARDA turned down by federal government; realization that DREE could cover special area
		commitment by DREE to special area

		assurance from DREE to Alberta that a special area agreement for the Lesser Slave Lake area could be negotiated
1969	Dec. 31	threatened termination of Alberta NewStart
1970		appointment of J. Perry as Northern Area Coordinator for Vocational Training
		merging of goals of Community Development, civic leaders, industrial leaders, and government leaders resulting in formation of CVC Program
		Regional Council set up; split into Metis Council, Indian Council, and Settled Areas Council
1970	April	initiation by Vocational Training Planning Committee (Education, HRDA, Indian Affairs, and Northern Development) of recommendations to involve local people in activities of the area following phase-out of Alberta NewStart
1970	May 13	signing of First Special Area Agreement at Slave Lake
1970	May	designation of 1.1 million dollars by Alberta "to get full mileage of the program"
1970	July	working of Vocational Training Coordinator with area representatives to set up Education Technician program
1970	Aug. 31	transfer of Grouard Vocational School and residence to the Vocational Branch of Alberta Department of Education
1970	Sept.	Alberta Vocational Centre Grouard opened
1970	Sept. 9	beginning of first Education Technician course at AVC Grouard
1970	Dec. 1	beginning of academic upgrading program at AVC Grouard to give instructional practice to Education Technicians
1971		three provincial areas of vocational coordination: north, central, and south
		Northern Development Act passed

1971	Feb. 4	discussion by senior Department of Education officials regarding development of high school equivalency diploma for adults
1971	Feb.	arrangements for involvement of Metis Association and Indian Association for hiring of supervisors for AVC Grouard and Mobile Training Programs (CVC's)
		graduation of first Education Technician class
		beginning of second Education Technician course
1971	Feb. 1	interim proposals of the Task Force on Post-secondary Education
1971	Feb. 8	agreement between Department of Education and Department of Indian Affairs for provision of adult upgrading at Desmarais and Sturgeon Lake
1971	Apr. 1	signing of five year agreement between Alberta and federal government (DREE)
		appropriation of 6 million dollars by Alberta toward cost-shared projects in Lesser Slave Lake area
1971	May 12	formal request from Alberta Indian Association for native representation on hiring committees for administrators of AVC Grouard and CVC's
1971	May 14	approval by Hon. R. Clark for CVC's as a project to form local committees at a meeting of HRDA, Department of Education, and DREE
		acceptance of Terms of Reference for Education Management Committees
1971	June 3	approval of CVC Supervisor position; R. Andersson hired officially July 2
1971	June	local elections of first six education committees: Big Prairie, Cadotte Lake, Calling Lake, East Prairie, Little Buffalo, and Wabasca/Desmarais
1971	July	building of CVC halls at Big Prairie, Cadotte Lake, Calling Lake, Little

		Buffalo, Loon Lake, Peerless Lake, Sandy Lake, and Trout Lake (to March, 1972)
1971	Sept. 1	signing of Second Special Area Agreement; replaced First Special Area Agreement
1971	Sept. 10	unofficial beginning of Alberta Advanced Education
1972		phase-out of HRDA and assumption of its function by Office of Program Coordination until 1975
1972	Jan.	*Advanced Education in the 70's* report circulated
1972	June	Passing of Department of Manpower and Labour Act
1972	June 2	official creation of Alberta Advanced Education
1972	June 23	amendment to Adult Occupational Training Act
1972	Aug. 18	meeting of Advanced Education to divide northern Alberta into two areas for coordination of vocational education
1972	Nov.	opening of additional CVC's: Blue Ridge, Chipewyan Lake, McLennan, and Slave Lake
1973		signing of supplementary agreement between Alberta and Canada for social adjustment programs
		carrying out of field operations of Alberta Advanced Education through Regional Service Units (RSU's)
		CVC's, Alberta Petroleum Industry Training Centre, and Rural Driver Training under line program activities of Technical/Vocational Manpower Program Services, Department of Advanced Education
		opening of additional CVC's out of Coordinator's office: Fort Vermilion, High Level, and Paddle Prairie

		first CVC home wiring project at Loon Lake at community expense
		takeover of Alberta NewStart facilities at Lac La Biche by Advanced Education
		holding of Western Economic Opportunities Conference
		recognition by federal and provincial governments of relationship between land claims and socio-economic development
1973	Jan.	report of Metis Association on grade school and post-secondary education in rural Alberta
		hiring of first native CVC counsellor (Education Technician)
1973	Apr. 1	assumption of responsibilities of Colleges and Universities Commissions by Advanced Education
1973	July	appointment of A. Wood as Acting CVC President
1973	Nov. 22	transfer of responsibility for CVC's outside the special area from Coordinator's office to CVC President
1973	Dec.	assignment of school code number 1897 by the Department of Education to CVC's for high school credit purposes
1974	Jan. 31	review of CVC's by committee of Advanced Education
1974	Feb. 15	formation of the Education Technician Association
1974	Aug.	need for "customized" adult education reported by Local Government Study Committee
1974	Oct.	placement by Personnel of Education Technicians on Instructor A grid; most placed in permanent positions; continuation of Education Technician program in doubt
1975		change of AVC Fort McMurray to Keyano College

		opening of additional CVC's: Assumption and Meander River
--		discontinuance of the Office of Program Coordination
1975	Mar. 11	signing of Alberta North Interim Subsidiary Agreement
1975	Mar. 31	end of Special Area Agreement with DREE for Lesser Slave Lake area
1975	Apr. 1	federal-provincial agreement: Training Improvement Program (TIP), Civics project funded
1975	Apr. 3	creation of Alberta Advanced Education and Manpower portfolio with Hon. A. Hohol as Minister
1975	June	passing of RFD (Referral For Decision) by Cabinet dealing with steps to implement a land tenure project
1975	July	re-appointment of R. Andersson as CVC President
1975	Sept. 23	funding of CVC Civics project by TIP until July, 1976
1975	Oct.	inauguration of Alberta Career Centres
1975	Nov. 1	appointment of S. Souch as Assistant Deputy Minister of Field Services Division
1976	Feb.	Land Tenure Secretariat set up by the Department of Municipal Affairs
1976	July	transfer of administrative control of Mackenzie North CVC's to AVC Grouard
		approval of first formal interim guidelines for CVC's by Hon. A. Hohol
1977	Mar. 31	end of first Alberta North Subsidiary Agreement
1977	June	plans for mobile units (tentivans) for delivery of CVC technical and practical courses to the service area submitted to departmental personnel

1978		beginning of CVC institutional self-evaluation
1978	Apr. 26	announcement from provincial Department of Native Affairs of provincial services to treaty Indians
1979	Mar. 23	appointment of Hon. J. Horsman as Minister of Advanced Education and Manpower
1979	May	completion of report and recommendations of the CVC Visiting Committee
1980		critique and follow-up to CVC Visiting Committee report
1980	Apr. 29	appointment of H. Ottley as Assistant Deputy Minister, Field Services Division
1980	Nov.	*Alberta North in the 80's* conference sponsored by Northern Alberta Development Council in Grande Prairie
1981	March	vote by assembly of education committees to form a "super committee" (became the Council of Community Education Committees) as a group to approach the Minister regarding regional educational concerns
1981	June	endorsement of the "super committee" (CCEC) by Hon. J. Horsman
1982	Feb. 18	announcement by Hon. J. Horsman of expanded Priority Employment Program (PEP) providing for temporary staff
1982	March	sponsorship of *Spectrum '82 - Changing Channels for Tomorrow* by CVC's, AVC's, and APITC regarding issues and new developments in adult education
1982	Apr. 1	inclusion of the CVC Program under the Provincially Administered Institution regulations of the Department of Advanced Education
		transferral of administration of Opportunity Corps from Department of Social Services and Community Health to Alberta Advanced Education and Manpower

1982	April	formation of task force to attend to establishment of opportunities for university programs in the region
1982	June	results of CCEC meeting following task force report: recommend proceeding with university programs; communicate with CEC's regarding student prospects; core program for education, nursing, law, social work, and business administration be established; meet with Bigstone Education Authority and Indian Regional Council to hire coordinator
		sponsorship of *Alberta Education and Training in Northern Alberta* (AETNA) workshop by Northern Alberta Development Council at Athabasca
1982	Nov. 16	signing of National Training Agreement (NTA) which replaced the AOTA
1982	Nov. 19	announcement by Premier of new Department of Manpower (separate from Advanced Education; Opportunity Corps included in the new department)
		appointment of Hon. A. Johnston as Minister of Alberta Advanced Education
1983	July 1	appointment of H. Burkholder as Acting President of CVC's until decision by Minister regarding status of CVC's
1983	July	CVC electronic bulletin board system and networking system established
1983	Sept.	mobile training units acquired; planning for more adequate facilities; regional testing arrangements for high school equivalency
1983	Dec.	meetings of Minister's representatives with CEC's, Slave Lake Chamber of Commerce, Town Council, and CVC staff regarding status of CVC Program
1984	Jan. 18	acceptance of CCEC terms of reference following due considerations by Field Services Division, CCEC, CEC's, and staff
1984	spring	indication by Hon. A. Johnston that CVC Program would remain intact

1984	July 1	appointment of K. Gongos as President of CVC's following interviews and selection
1984	July 12	report by committee of Municipal Affairs regarding land security, self government, and local autonomy for Metis Settlements
1985		membership of CVC's in the North Peace Adult Education Consortium
		acceptance of CEC guidelines following due considerations by the CEC's, the CCEC and Field Services Division

Recommendations

Both the development of goals for the CVC Program and the development of the innovative project were evolutionary in nature. Because the uniqueness and individuality of the isolated and unincorporated communities in northern Alberta were considered important in the role they played in the planning and delivery of programs, and because the CVC Program felt it was accountable to both the Department of Advanced Education and the public it served, considerable patience and understanding was required by administrators, those who delivered the services, and the recipients of those services.

In effect the phase of process development of the institution ended in 1984 when it was indicated by the Minister of Advanced Education that the CVC's would remain intact and appointed the second CVC President. What appeared to remain after 1984 was the need for realization of additional human, physical, and fiscal resources along with a will of the institution to be needs-driven with respect to needs defined by the communities within the service area. In this section the researcher will provide several recommendations based upon the review of such primary sources as: reports, institutional records, books, and unpublished works. The following recommendations are based on information collected from interviews and the primary sources that were used in reporting content in the previous chapters of this study.

Mandate and Role

In order for the CVC Program to facilitate the development of individuals and groups to their optimal potentials, its role should continue to be not only that of delivery or the facilitation of delivery of programs, it should be formally mandated to utilize adult education as an integral part of the developmental processes within communities, particularly communities which were unincorporated as of 1985. Dialogue between the various interest groups and stakeholders within these communities (community associations, bands, councils, colony councils, Native associations, industrial associations, and private or public agencies) and CVC staff should be maintained and nurtured.

As staffing and service functions expand to meet service needs, there may be a tendency for the institution to modify its aims to be self-serving. This possible trend should be resisted by continual development of staff awareness and sensitivity to client needs. Sensitivity to the the practice of having client groups participate in needs assessment, delivery modes, and evaluation of programs should continually be encouraged.

It is recommended that the CVC Program facilitate community processes in their developmental phases through adult education. Frequent dialogue among interest groups and stakeholders should be encouraged and maintained.

Development of Community

Without direct community involvement at the time of their establishment, CVC's would likely not have existed as unique and non-traditional deliverers of adult education services. Whether communities in the service area are incorporated or unincorporated, community involvement or "grass roots" input into all phases of programs (needs assessment, setting program priorities, publicity, student selection, curriculum monitoring, or program evaluation) should be maintained and encouraged. The evolutionary development of community pride and sense of ownership of their CVC's and programs should be allowed to continue. Demands will likely continue to be made on staff time and their communications skills. However, a satisfied client will likely participate with the deliverer of educational services even when that individual must make personal sacrifices.

Since unincorporated communities are continuing to develop leadership skills, it is recommended that feelings of rural community ownership of programs be fostered through "grass roots" participation in all aspects of community adult education.

Governance

Provincial administration of the CVC Program has provided for assistance in personnel administration, accounting, program administration, capitalization, financial planning, and institutional direction. Thus the CVC Program has benefitted by expertise and the equivalent of increased staff numbers. However, the geographic isolation of senior support staff from field operations, the growing move to enforcement of regulatory practices considered more applicable to more southerly communities, local and staff attempts to foster what was deemed "fragile outpost democracy", and the frustration of staff of the Department as well as community people over the perceived lack of clarity of direction of the CVC Program in its developing years, contributed to a need for clearer definition of its form of governance.

During the formative years of the CVC's, the President delegated more authority to education committees than what advisory committees generally experienced. This procedure facilitated the development of the education committees and their sense of institutional ownership, but the practice was considered to be outside normal government operating procedures and was not legislated. In the early 1980's the regulated procedures were perceived to be adding extra levels of bureaucracy to the administration and decision making processes of the institution. Although by 1985 the CVC Program was composed of centres with diverse needs, greater autonomy as an institution would increase its recognition of the Council of Community Education Committees and would increase the flexibility of the institution to respond to programming needs. It could be argued that the CVC approach to electing committees and council and with its geographic coverage would not fit under the provisions and regulations of the Colleges Act. Possibly a new act should be legislated to provide a form of board governance for the CVC Program.

Prior to a change to board governance, unincorporated communities should be assisted further in the development of leadership skills and should be assisted with resources to support local educational managers or liaison officers. Consideration might be given to broaden the responsibilities and the recognition of the education committees, particularly in the smaller communities. The necessity for some small communities to have committees for adult education as well as committees (or advisory boards) for youth education may be diminishing. One committee might be able to handle all the community education needs. The thrust for any move for amalgamation should be allowed to come from the communities themselves. The administering departments would require flexibility to recognize and facilitate the moves toward amalgamation when manifested by the communities in the service area.

The CCEC and CEC's appear to be a dynamic component of the CVC Program and it is recommended that the CVC Program be facilitated in a move toward board governance either through existing legislation or through new and enabling legislation.

Service Area

After the summer of 1976 the primary service area for the CVC Program was Improvement District 17. The increase in the number of mobile training and education units along with the joining of an educational consortium made the need for service boundaries within the province of little necessity. The Improvement District boundaries should likely be removed with the proviso that service to the communities in the traditional service area receive highest priority.

Rural communities outside Improvement District 17 may request services that CVC's provide. Therefore, it is recommended that the CVC Program capability of response for mobile programs be not only continued in Improvement District 17, but be expanded to other communities that have identified needs for the programs which it provides.

Student Sponsorship

Training support for disadvantaged students throughout all phases of adult educational development should be maintained. Training allowances should be regularly reviewed particularly for spouses who have had a work history but whose family income while in training is below the Canadian poverty line.

It is recommended that disadvantaged students receive adequate financial support during their term of education for career or career enhancement. This support should be sufficient to eliminate the need for holding a job while enrolled in full time programs.

Student Services

The CVC Program should consider expanding its student and counselling services as a separate division. Through cooperation of the Departments of Advanced Education, Education, and Manpower, support might be provided for regular part time or full time positions resident in each community to provide career and career-related information. The persons in these positions could provide liaison services between client groups in the communities and the Department of Advanced Education.

With an emphasis of full time programs on academic and skill excellence, consideration should be given to expanding the opportunities in remote communities for recreational and physical education. In the past facilities, transportation, budget, and educational goals were limiting factors.

Prior to the completion of this study, student records were kept manually except for some records which could be kept on a microcomputer with limited information storage space and very limited sorting and retrieval capability. Increased enrollments and increasing expectations by the Department and other agencies for statistical information require additional hardware and software to increase efficiencies in information storage, processing, and retrieval.

The last detailed student follow-up study was conducted in 1979. With high enrollments and increasing variety of program offerings, consideration should be given to augmenting the informal follow-ups with a comprehensive follow-up of CVC graduates with a study that would have a research orientation.

It is recommended that: 1) a counsellor be located in each community to provide direct services to students and to liaise between students and the Department of Advanced Education; 2) arrangements be made for physical education opportunities for adults; 3) provisions be made for increased data processing capabilities for student information; and 4) detailed follow-up of students be conducted relative to the programs offered.

Cooperative Community Education

The CVC pilot project begun in 1985 to provide high school education and industrial education to students in the Department of Education system who ordinarily would be required to leave the community for high school, should be continued on a broader scale. Resources should be supplied to carry out the cooperative education operation which would likely decrease the dropout rate of young students considerably. The foresight of Northland School Division in building schools in the early 1980's in several communities with classroom and recreational facilities will likely contribute to the community education concept as well as add pride to the communities.

While the uniquenesses of public school education and post-secondary non-university education appear to be worthy of maintaining, it is recommended that as communities in the primary service area request, the CVC Program provide educational services to local schools where those schools are not already providing a service such as instruction in senior high school courses. The cooperative projects should permit reciprocal services. The cooperative ventures should broaden as resources become available.

Student Accommodations

Programs which are delivered locally usually have no need for additional student accommodation. The growing development of industries in the north encouraged more emphasis on regional delivery. Consideration should be given to equipping the CVC Program with portable student housing along with the resources to equip and relocate the units as they serve the need for itinerant instruction. Space at some central location would also be required for the maintenance, upkeep, and storage of these units.

Student residences for single students and married students should be provided at Slave Lake for students from outlying areas who desire to attend classes in programs which cannot be economically delivered to the home communities. These residences would permit the delivery of programs close to the home communities while providing time and educational transition for northern students before they move to larger urban campuses or move to new job sites.

In order to facilitate the accommodation of students attending classes within the CVC service area but not in the student's home community, two types of accommodation are recommended: portable student housing, and residences located at Slave Lake for single students and for married students.

Staff Accommodations

The "economic rent" for mobile homes for instructional staff assumed full services. However, in numerous instances water and sewer services were not provided. The charge of full economic rent for these units presented a strain on institutional operating budgets. Rent should be adjusted according to the service provided. A mechanism should be established which could permit the CVC Program to speed up the acquisition of staff accommodations in remote communities or in communities where vacancies do not exist. Staff would then be able to concentrate more with instructional activities and less with obtaining and maintaining suitable shelter. An increase in the number and quality of mobile temporary staff housing units should also be considered.

Response time to meet the accommodation needs of instructors must be flexible. It is recommended that the CVC Program obtain direct control over mobile housing for instructional staff in the communities which operate full time programs.

Facilities

The replacement and upgrading of facilities which was accelerated in 1984 should be continued. Generally space for learning and space for administration needs to be increased and the quality improved. Alberta Public Works should assume the leases and custodial responsibilities of all centres with full time programs. Communities and the CVC administration should be consulted on an on-going basis relative to location, purpose, and nature of facilities. Support should be given to communities which attempt to consolidate facilities to provide coordinated and shared community services.

A regional adult education facility which would replace the scattered and inadequate facilities occupied by the institution in 1985 should be given consideration and support in order that the institution might better discharge its responsibilities to provide education and training for indigenous people. This new facility would allow for the provision of job readiness training, for provision of enhanced distance education opportunities for people in the service area, for provision of student and instructional support services to optimize the instructional investment, and for the provision of educational services as a member of an educational consortium.

Daycare and daycare facilities were a problem since the inception of CVC's. Such facilities existed at Wabasca and at Slave Lake at the time of the completion of this study. Existing facilities in these centres were over-subscribed. None of the other communities had established daycare facilities. Daycare facilities need to be established to relieve the pressures for child care while parents upgrade or enroll in employment preparation programs.

Warehousing and distributive services need to be increased in size in order to carry out required services.

Conditions of some of the facilities with respect to age, space, and safety require continued consideration. Therefore, it is recommended that facilities for instruction and instructional support be upgraded in communities in the CVC service area where upgrading of these facilities has not occurred in the last five years. It is further recommended that upgrading of facilities should take into account program and support needs as identified by and with stakeholders with the assuming of leases and maintenance by Alberta Public Works where feasible.

Programs

Part of the CVC mandate included the delivery of programs that did not duplicate existing services. The CVC Program needs resources to develop and/or deliver programs in the service area where jobs exist. Such jobs include teaching, social work, business management and business administration, oilfield operation and maintenance, nursing, and forest industries. Besides the programs themselves, CVC's need the equipment, libraries, facilities, and manpower to make it happen.

Consideration should be given to the CVC Program accepting the responsibility and resources to coordinate post-secondary courses offered by institutions in the service area.

It is recommended that CVC's seek resources to develop and deliver programs relevant to skill and employment needs in the service area.

Distance Delivery

It is somewhat an irony that the technologies for distance delivery are most developed in the urban and settled areas. Equipping the CVC's with applied technology would enhance the opportunities for equal access of northern Albertans to training. It would enhance the delivery of the institution's programs as well as the brokerage of programs from Athabasca University, the other universities, the colleges, the technical institutes, and the Alberta Vocational Centres. Dedicated telephone lines with resources to lease these lines should be provided for teleconference courses, computer managed learning, computer assisted learning, and for contact of students with instructors and tutors. A teleconferencing bridge compatible with those of the universities and colleges should be acquired. Information storage and processing space should be enhanced in order to provide rapid access to course and student information. Computer terminals should be supplied to CVC's and program users to provide opportunities for networking and for downloading of programs.

Video uplinking should be viewed as a necessity in northern education in order to provide both audio and visual contact with students. Interactive video would permit students the opportunity of accessing audio, visual, and graphic information. Laboratory projects which are sophisticated or costly to deliver could be experienced vicariously by the students. Students should be able to take advantage of course material interactively with microcomputers and video.

Distance delivery and its coordination within the CVC service area are important components in meeting students' needs. It is recommended that: 1) dedicated lines for voice and data transmission be operable in all communities in the service area; 2) the teleconferencing bridge be updated; and 3) hardware and software for interactive video be utilized.

Learning Resources

CVC's were in need of enhancement and enlargement of learning resources. Information processing equipment included an IBM PC for administrative purposes, three dedicated word processors for the business education programs, and 42 microcomputers used for instructional purposes. Both stationary and portable classrooms should be equipped for computer applications and computer literacy courses.

Library facilities and holdings which were very meager yet in 1985 should be enlarged to provide both centralized and decentralized library services for professional staff and to the students. Resources should be provided for substantial library acquisitions of both print and non-print materials. Manpower requirements should also be considered.

Added resources should be designated for audiovisual equipment to decrease the pressures brought about by demands for multiple bookings of the limited supply of instructional equipment. Production equipment should be increased for audio and video studios. While updating of copying equipment occurred during the period of the study, the type of printing equipment should be evaluated because of the volume of duplicated and printed material needed for instructional purposes.

The learning resource components of the institution should be combined under a separate division of the CVC Program.

An enhancement of learning resource holdings would contribute to the capability of CVC's to deliver programs efficiently. It is recommended that: 1) information processing equipment for instruction and instructional support be increased; 2) library facilities and holdings be increased; 3) audio, visual, and printing equipment be upgraded to further assist instructional services; and 4) a division for learning resources be established.

Administrative Support Services

The diverseness of the CVC campus requires flexibility to maintain credibility with stakeholders, itinerant and contracted instructors, and suppliers of goods and services. Accountability to the clients who are served by the CVC Program is viewed with as much importance as accountability to the Department which administers the institution. The capability to contract services in keeping with the socio-economic environment of the communities should be maintained. An impressed account for use by the Director of Finance and Administration should be available for accountable emergencies. Warehousing and distribution services were reorganized in 1984 but require more resources and space to provide rapid response to requests as well as rapid recall of data.

It is recommended that a capability be developed to respond rapidly to community contracted services in keeping with local social and economic circumstances and that distributive services for materials and equipment be further reviewed.

Institutional Supervision

With student enrollments similar to those of some AVC's and some colleges, with the size and diverseness of the CVC operating area, and with contacts required with a large number of agencies and stakeholders, consideration should be given to an upward reclassification of the position of the CVC President to correspond with classifications of Presidents of the AVC's.

It is recommended that consideration be given to an upward classification to the position of CVC President.

Institutional Name Change

It is recognized that the education committees value the name of their centres. Possible consideration should be given to the problem of confusion of terms. The title "CVC Slave Lake" has been used to refer to the CVC located at Slave Lake. It has also been used to refer to the central offices of the CVC Program which are also located at Slave Lake. Also the programs delivered are not only vocationally oriented but are also professionally oriented through brokerage arrangements. Possibly a change in institutional name would reflect the realities of program delivery and clarify the difference between the CVC and its central office. The educational system might be referred to as: the Northern Alberta Regional College, the Community Regional College, the College of Northern Alberta, the Regional College of the North, the College of Alberta North, Northern Alberta College, or the New Horizon Regional College. Each CVC would maintain its own unique identity.

To differentiate more clearly between the location of a CVC and the location of the CVC central office, it is recommended that a change of name for the institution be considered and that this change be acceptable collectively to the CCEC, the President, the CEC's, and the Department of Advanced Education.

Public Awareness

The planned and necessary low profile of the CVC's in the 1970's resulted in the development of the education committees and involvement of indigenous people in their educational endeavors. Because the low profile also resulted in lack of publicity to engender support, the need for institutional assertiveness became most evident when economic constraints became nation wide in the early 1980's. The redirection of some of the institutional resources toward greater publicity in 1984 should be continued and enhanced through both moral and financial support. The establishment of the service record of the institution should be publicized both internally and externally.

The CVC Program has had numerous accomplishments which were not publicized. Since public awareness of CVC programming became a priority issue for CVC's in the mid 1980's, it is recommended that the CVC's continue to emphasize the thrust to publicize its services through appropriate allocation of resources.

Further Research

This study described the events which led to the inception of the CVC Program. This study also described the development and the general operations of the CVC Program. As a result of this study, several additional areas for further research have emerged and are recommended for consideration.

While the Council of Community Education Committees had no legislated base during the period of time this study covered, it has been functioning, at the pleasure of the CVC President, similar to a board. Its analyses and recommendations were taken seriously by CVC staff. Further research into the implications of official board governance upon the communities could be useful for the institution, its administrators, students and other significant individuals in the CVC service area. Social, economic, and geographic environments in the CVC service area could be studied with a view to researching potential impact that board governance would have on the region. Research could also be conducted which could indicate whether regulations governing colleges would be suitable or whether a new form of legislation to take into account the nature of north central Alberta should be enacted.

Since graduates from the oilfield and the secretarial sciences programs have had over a 90% chance of employment immediately after graduation, further research could be conducted to: determine exact employment opportunities on a current basis within the service area; determine specific skills required by all businesses and industries within the CVC service area; and to follow-up the career activities of graduates from all programs provided by CVC's. Further research could be conducted to establish bases for new programs as well as the curricula and content of courses for the new programs (e.g. teacher education for northerners).

As of 1985 six communities within the CVC service area had requested full time programs for vocational preparation. These communities had either once had full time programming or had received educational services on an ad hoc basis. The CVC base budget was unable to provide for the requests of these communities. Difficulties were experienced in obtaining funding from other sources for full time programs. Further research could be conducted to either substantiate the need for full time program funding or to maintain the status of 1985.

Leadership development was a major consideration by northerners for inclusion in adult education programs. A comparative study of community leadership at the beginning of the 1970's in the CVC service area and at 1985 or shortly thereafter could be useful to relate to course offerings, employment statistics over time, social development, and attitudes of children and young people toward education over time. Further research regarding leadership development in unincorporated communities could provide updated information of use to community associations, municipal planners, and educational institutions.

The CVC has been active in promoting on-site delivery of courses and programs. By its operational nature the CVC Program has embodied the essence of distance education delivery. However, it was not until the mid 1980's that the institution became extensively involved with teleconferencing. Further research could be conducted to determine the effectiveness of teleconferencing as an educational delivery mode for northern clients. Research into the viability of various distance delivery modes for students (both juvenile and adult) in northern Alberta could result in enhancement and economizing of program delivery and, at the same time, increase the educational and training opportunities for northern Albertans in remote communities. The use of such technologies as radio, video conferencing, data transmission, and voice over data as northern delivery modes could be researched for cost and learning effectiveness.

Formal cooperation between the CVC Program and Northland School Division and between the CVC Program and the County of

Athabasca was in progress in 1985 in such communities as Calling Lake, Trout Lake, and Smith. This cooperation arose from recommendations of the study conducted by the Northern Alberta Development Council on early school leavers and from the interest and foresight of local education committees, the Council, and CVC staff. Initial reaction by community representatives, school division representatives, and CVC staff was indicated to be positive toward cooperative educational activities. Increased needs for planning and staff efforts were experienced. Further research could be conducted to: measure the effects of cooperative education on retention of young school attenders; assess methods of sharing operating costs, staff resources, and facilities; assess the value and method of expanding community cooperative education in north central Alberta; determine additional resources required for each community in the CVC service area to facilitate cooperative educational ventures where these were considered of value; and to study the ways education committees, school divisions, and the CVC's could operate to initiate and maintain effective community cooperative education.

The last formal institutional self study was conducted in 1979. Further research could be conducted to review the long term benefits of the CVC Program to its clients, and to evaluate course content for relevancy, program content for currency, and student services.

Further research could be conducted to identify and catalog the various community groups, agencies, departments, and societies which have an impact on the operation of the local education committees, local programs, and the institution generally. This research could also analyze the impact that the CVC Program has on these groups and agencies.

Researcher's Observations

It has been of great significance to the educational development of north central Alberta that the provincial government allowed educational "mavericks", dedicated to the promotion of community involvement in the setting and realization of adult education goals at the local level, to establish and operate an innovative approach to adult education. The innovativeness of the program appeared to have caused frustrations at almost all levels of the operation. However, from the dedication of community people, CVC staff, and officials from departments of the provincial government as well as DREE of the federal government, an institution emerged which should be proud of its service accomplishments. The coming years of applied leadership skills, applied technology, and applied learning should prove fruitful in the process and products of continued educational adventure in northern adult education.

Conclusion

In this final chapter an attempt was made to summarize some of the key events which lead to the establishment of the CVC Program. An attempt was also made to summarize some of the key events which occurred from 1971 to 1985 which were related to the development and operation of the CVC Program. Following this, a number of recommendations were made regarding the institution and its continued development. It is recognized that some items of importance may have been inadvertently omitted. For that the researcher apologizes and will leave the details of further study to another researcher.

BIBLIOGRAPHY

Books

Berghofer, D. & Vladicka, A. (1980). Access to opportunity 1905-80. Edmonton: Government of Alberta.

Card, B. Y. (1975). The emerging role of the community education coordinator in Alberta. Edmonton: The University of Alberta.

Card, B. Y. Hirabayashi, G. & French, C. (1983). The Metis in Alberta society. Edmonton: The University of Alberta

Chalmers, J. W. (1970). Education behind the buckskin curtain. Edmonton: The University of Alberta.

_________. Schools of the foothills province. Toronto: University of Toronto Press.

Chalmers, J. W. (1974). The land of Peter Pond. Edmonton: Boreal Institute for Northern Studies, University of Alberta Press.

Downey, L. W. (1965). The small high school in Alberta. Edmonton: Alberta School Trustees Association.

Fumoleau, R. (1973). As long as this land shall last. Toronto: McLelland & Stewart.

Hardy, J. S. (Ed.). (1979). Education in Canada: An interpretation. Edmonton: University of Alberta.

Preitz, C. H. (1979). Alberta Advanced Education and Manpower. Edmonton: The University of Alberta.

Articles and Theses

Berghofer, D. (1970). General education in post-secondary non-university educational institutions in Alberta. Unpublished Master's thesis, The University of Alberta, Edmonton, Alberta.

Card, B. Y. (1974). Some lessons from the Lesser Slave Lake region in reducing poverty and socio-cultural disadvantage (part 3 in a series of 4 articles). Edmonton: The University of Alberta.

Colvin, A. C. (1975). Federal-provincial manpower policies and the mechanisms used in their implementation in Alberta. Unpublished doctoral dissertation, The University of Alberta, Edmonton.

Templeton, V. (1978). The rise and fall of the isolated communities advisory board. Resource News, 2, 12.

Reports

Abramson, J. Review of Hayne's report, (1979). Rural education and development report to the Council on Rural Development in Canada. Ottawa: Government of Canada.

Adam, R. (1979). Summary of Canada-Alberta agreements on the Lesser Slave Lake Special Area April 1, 1970 - March 31, 1975. Edmonton: Government of Canada.

________. (1977). Lesser Slave Lake Special Area agreement. Edmonton: Government of Canada.

Alberta Advanced Education. (1973). _The first annual report 1972_. Edmonton: The Queen's Printer.

________. (1974). _The second annual report 1973_. Edmonton: The Queen's Printer.

________. (1975). _The third annual report 1973-1974_. Edmonton: The Queen's Printer.

________. _Annual report_ (from 1979 to 1985). Edmonton: The Queen's Printer.

Alberta Advanced Education and Manpower. _Annual report_ (1974 to 1979). Edmonton: The Queen's Printer.

________. (1974). _Grande Cache AVC study_. Edmonton: Government of Alberta.

________. (1976). _Interim guidelines for the Community Vocational Centres project_. Edmonton: Government of Alberta.

________. (1979). _Minister's advisory committee on native people's education_. Edmonton: Government of Alberta.

________. (1975). _Mobile equipment - a position paper_. Edmonton: Government of Alberta.

________. (1978). _Vocational training in Alberta_. Edmonton: Government of Alberta.

Alberta Department of Agriculture. (1968). _An analysis of resources in Alberta's Lesser Slave Lake area_. Edmonton: Government of Alberta.

________. (1967). _Annual report for 1967_. Edmonton: The Queen's Printer.

________. (1968). The B-12 plan. Edmonton: Government of Alberta.

Alberta Education. Annual report (various from 1901 to 1971). Edmonton: The Queen's Printer.

________. (1968). The philosophy of, or guidelines for, the Alberta provincial adult vocational training program. Edmonton: Government of Alberta.

Alberta Government. (1968). Memorandum of understanding as between the Department of Education, Government of Alberta and Alberta NewStart, Incorporated. Edmonton: Government of Alberta.

________. (1969). Proposed comprehensive regional development plan for the Lesser Slave Lake area of Alberta. Edmonton: Government of Alberta.

________. (1971). Task force on post-secondary education - interim proposals. Edmonton: Government of Alberta

Alberta Housing Corporation. (1974). Alberta Housing Corporation and Department of Advanced Education staff housing policy. Edmonton: Government of Alberta.

Alberta Manpower and Labour. (1973). The report of the task force on manpower training and retraining. Edmonton: Government of Alberta.

Alberta Municipal Affairs. (1962). Annual report (1961 to 1975). Edmonton: The Queen's Printer.

________. (1975). Local government development policy draft. Edmonton: Government of Alberta.

________. (1973). Municipal statistics including improvement districts and the special areas for the year ended December, 1971. Edmonton: The Queen's Printer.

Alberta NewStart. (1971). Background for future development. Lac La Biche: Alberta NewStart, Incorporated.

________. (1970). Phase-out plan. Lac La Biche.

Andersson, R. (1972). CVC progress report. Slave Lake: Community Vocational Centres.

________. (1977). Role of the education management committees of the Community Vocational Centres. Slave Lake: Community Vocational Centres.

________. (1977). The Community Vocational Centres Program in north central and northwestern Alberta 1971-1976. Slave Lake: Community Vocational Centres.

________. (1973). 1972-73 report of activities - CVC program and SVC program. Slave Lake: Community Vocational Centres.

Bosetti, R. (1975). A comprehensive analysis of the functioning of six post-secondary non-university educational institutions. Edmonton: The University of Alberta.

________. (1972). Advanced education in the 70's - an analysis of issues having implications for policy. Edmonton: Alberta Colleges Commission.

Burkholder, H. (1975). Regarding vocational preparation program development. Slave Lake: Community Vocational Centres.

________. (1973). Vocational preparation 10-12. Slave Lake: Community Vocational Centres.

Campbell, D. (1971). Vocational education study: Lesser Slave Lake area. Edmonton: Department of Education.

Canada-Alberta. (1977). Canada-Alberta subsidiary agreement on Alberta North. Ottawa: Government of Canada.

Card, B. Y. (1985). Alberta improvement district 124: a case study. Edmonton: The University of Alberta.

Cardinal, M. & Milligan, G. (1974). Manpower mobility project, Slave Lake. Edmonton: Government of Alberta.

Clark, Hon. R. (1970). Post-secondary education until 1972 - an Alberta policy statement. Edmonton: Government of Alberta.

Community Vocational Centres Program. (1974). Civics program - general information for facilitator. Slave Lake: Community Vocational Centres.

________. Year-end report (various years 1973 to 1985). Slave Lake: Community Vocational Centres.

Coordinator's Office. (1971). Funding of vocational education activity in L.S.L.D.A. Slave Lake: Government of Alberta.

Crowe, J. (1972). A comparison of community colleges and an Alberta vocational centre. Calgary: AVC Calgary.

CVC Visiting Committee. (1979). An institutional evaluation of the Community Vocational Centres. Edmonton: Government of Alberta.

Department of Education & Department of Manpower and Labour. (1972). Proposal for the coordination of training and development in northern Alberta. Edmonton: Government of Alberta.

Department of Regional Economic Expansion. (1973). Alberta: economic circumstances and opportunities. Ottawa: Government of Canada.

________. (1970). Canada/Alberta Agreement on special area of Lesser Slave Lake. Ottawa: Government of Canada.

________. (1971). Canada/Alberta federal-provincial rural development agreement 1971/1975. Ottawa: Government of Canada.

________. (1971). Canada/Alberta second special area agreement. Ottawa: Government of Canada.

________. (1980). DREE development agreements. Ottawa: Government of Canada.

________. (1973). Economic circumstances and opportunities. Ottawa: Government of Canada.

________. (1969). Rural Canada 1970: prospects and problems. Ottawa: Government of Canada.

________. (1974). Social development. Ottawa: Government of Canada.

________. (1980). Strategic regional development overview: western region. Ottawa: Government of Canada.

________. (1974). The adult learner. Ottawa: Government of Canada.

Division of Vocational Education. (1972). Estimates 1972-73: details of proposed expenditures. Edmonton: Government of Alberta.

Dumont, F. (1978). Educational delivery to remote northern communities in Education North. Edmonton: Government of Alberta.

________. (1976). Report of an assessment of educational needs of northern Alberta. Edmonton: Government of Alberta.

Education Management Committees. Minutes of meetings (1973 to 1981). Slave Lake.

Federal-Provincial Work Group. (1977). Adult education in northern Alberta. Edmonton: Government of Alberta.

Gilliat, N. (1973). Internal evaluation of the Lesser Slave Lake area program. Slave Lake.

Goutier, C. (1978). Function of client services. Slave Lake: Community Vocational Centres.

Government of Alberta. (1972). Manpower policy statement. Edmonton: Government of Alberta.

________. (1973). Reorganization of the Department of Advanced Education. Edmonton: Government of Alberta.

Government of Canada. (1960). An Act Respecting Technical and Vocational Training Assistance. Ottawa: Government of Canada.

________. (1967). The Adult Occupational Training Act. Ottawa: Government of Canada.

Greenhill, S. & Ruether, B. (1963). Health and employability. In Card, B. Y., Hirabayashi, G. & French, C. The Metis in Alberta society. Edmonton: The University of Alberta.

Hedenstrom, J. (1976). The role of the Community Vocational Centres. Edmonton: Alberta Advanced Education and Manpower.

HLA Consultants. (1984). Early school leavers in northern Alberta - a background study. Edmonton: Author.

________. (1984). Early school leavers in northern Alberta - report. Edmonton: Author.

Human Resources Development Authority. (1970). A summary of proposed programs for the Lesser Slave Lake special area. Edmonton: Government of Alberta.

________. (1969). Area development. Edmonton: Government of Alberta.

________. (1969). HRDA in Alberta. Edmonton: Government of Alberta.

________. (1970). Lesser Slave Lake Special Area proposed programs. Edmonton: Government of Alberta.

________. (1969). The B-15 plan. Edmonton: Government of Alberta.

Hynam, C.. (1975). The Lesser Slave Lake Special Area project. Edmonton: The University of Alberta.

Indian Association of Alberta. (1972). A proposal for native participation in the development of northern Alberta. Edmonton: Indian Association of Alberta.

________. (1973). A proposal for the development of Indian Communities in northern Alberta. Edmonton: Indian Association of Alberta.

Isolated Communities Advisory Board. (1975). Annual report - 1975. Slave Lake: Isolated Communities Advisory Board.

Janssen, V. T. & Svenson, K. A. (1968) Basic concepts for the development of an area. In Alberta Department of Agriculture, An analysis of resources in Alberta's Lesser Slave Lake designated area. Edmonton: Government of Alberta.

Koenig, D. M. (1975). Northern people and higher education realities and possibilities. Ottawa: Association of Universities and Colleges of Canada.

L. W. Downey Research Associates Ltd. (1975). Toward a system of post-secondary and adult education for northwestern Alberta and northeastern British Columbia. Edmonton: Author.

Lee, C. (1975). Task force on improvements in manpower training and retraining. Edmonton: Government of Alberta.

Manning, Hon. E. C. (1967) A white paper on human resources development. Edmonton: Government of Alberta.

Mansell, R. L. (1970). A socio-economic survey of isolated communities in northern Alberta. Edmonton: Human Resources Development Authority.

McCracken, M. (1979) CVC adult student follow-up survey. Slave Lake: Community Vocational Centres.

________. (1976). Summary of Ed Tech productivity for 1975. Slave Lake: Community Vocational Centres.

McCrorie, J. N. (1969). ARDA: an experiment in development planning. Ottawa: Government of Canada.

Mellor, I. & Ironside, R. (1974). An evaluation of the multiplier effect at Slave Lake and its tributary area since the establishment of the Lesser Slave Lake special incentives area. Edmonton: The University of Alberta.

Metis Association of Alberta. (1968). Metis study tour report. Edmonton: Alberta Metis Assocoation.

________. (1971). The Metis people and the land question in Alberta. Edmonton: Alberta Metis Association.

Mitchell, J. P. (1970). A statement concerning the Alberta system of technical and vocational education for youth and adults. Edmonton: Government of Alberta.

MTB Consultants Ltd. (undated). Research report: training programs available to native people in northern Alberta. Edmonton: Author.

Native Affairs Secretariat. (1985). The Metis Betterment Act: History and current status (background paper No. 6). Edmonton: Government of Alberta.

Nixon, A. W. (1977). A review and summary Alberta vocational training 1976/77. Edmonton: Government of Alberta.

Northern Alberta Development Council. Annual report. Edmonton: Government of Alberta, 1967, 1970-74.

________. (1984). Early school leavers in northern Alberta. Edmonton: Government of Alberta.

________. (1981). Northern development: goals for programs. Edmonton: Government of Alberta.

Office of Program Coordination. (1973). 1972-73 annual report - Lesser Slave Lake Special Area. Slave Lake: Government of Alberta.

Perry, J. (1973). Brief to Downey Research Associates. Slave Lake.

________. (1976). Review of happenings. Slave Lake.

________. (1972). Vocational Division programs in the Lesser Slave Lake area. Slave Lake.

Piepenberg, R. (1975). Post-secondary education in northern Alberta. Edmonton: Government of Alberta.

Sauve, C. (1968). The native people of the Lesser Slave Lake area. In Alberta Department of Agriculture, An analysis of resources. Edmonton: Government of Alberta.

Schmidt, E. (1972). Northern Alberta development study. Edmonton.

Sonmor, D. (1975). The Lesser Slave Lake special area project. Slave Lake: Government of Alberta.

Svenson, K. (1970). A proposal for an integrated counselling unit. Edmonton: Government of Alberta.

________. (1970). Comprehensive manpower mobility program. Edmonton: Government of Alberta.

________. (1968). The human resources of the Lesser Slave Lake area. In Alberta Department of Agriculture, An analysis of resources. Edmonton: Government of Alberta.

Swift, W., Carney, R. & Ewasiuk, D. (1975). Report of the Northland study group. Edmonton: Government of Alberta.

Thomson, N. (1979). The political realities of rural development. In Rural Education and Development Association, Report to council on rural development in Alberta. Edmonton: Government of Laberta.

Villett, L. S. (1976). History of the CVC's. Edmonton: Government of Alberta.

________. (1970). Submission to the Worth Commission concerning adult vocational training. Edmonton: Government of Alberta.

Watters, J. (1978). The Mackenzie North proposal regarding adult education. High Level: Government of Alberta.

Wood, A. (1974). Alberta frontier area. Slave Lake: Community Vocational Centres.

Worth, W. (1972). A choice of futures. Edmonton: Government of Alberta.

________. (1971). Interim proposals, post-secondary education task force. Edmonton: Government of Alberta.

Journals

Card, B. Y. (1975). Community Vocational Centres in northwestern Alberta. The Alberta Journal of Educational Research, 21, 168-181.

Hynam, C. (1973) A unique challenge for community development: the Alberta experience. Community Development Journal, 8, No. 1.

Unpublished Works

Andersson, R. (1977). A statement of CVC philosophy. Slave Lake: Community Vocational Centres.

________. (1975). Foreward to general assembly of Community Vocational Centres committees. Slave Lake: Community Vocational Centres.

________. (1978). Principles of the Community Vocational Centres of northern Alberta. Slave Lake: Community Vocational Centres.

________. (1972). Rationale for Education Technicians' wages C. Slave Lake: Community Vocational Centres.

________. (1975). The northern Alberta history of the CVC Program. Slave Lake: Community Vocational Centres.

Author unknown. (1971). Recommendations concerning the implementations of the Slave Lake development plan. Slave Lake.

________. (1972). Adult training for employment opportunities in northern Alberta - a non-welfare approach to the development of underprivileged people. Edmonton.

Babcock, D. (1975). Lesser Slave Lake - a regional history. Slave Lake: Department of Culture, Youth and Recreation.

Beaver, W. & Cardinal, J. (1974) Need for departmental response to recommendations. Slave Lake.

Big Prairie Education Management Committee. (1976). Adult development through the CVC: Big Prairie's experience. Big Prairie: Community Vocational Centres Program.

Burkholder, H. (1981). Non-conventional means of delivering instruction in vocational or technical education. Edmonton: The University of Alberta.

Carrier, J. (1977). The CVC story. Slave Lake: Community Vocational Centres.

Community Vocational Centres. (1979). Institutional evaluation. Slave Lake.

Coordinator's Office. (1972). Submission to the federal-provincial liaison committee - Lesser Slave Lake development area. Slave Lake: Government of Alberta.

Gilliat, N. (1972). History of the Lesser Slave Lake area. Slave Lake: Human Resources Development Authority.

Government of Alberta. (1969). Social development, a position paper arising out of the white paper on human resource development. Edmonton: Government of Alberta.

Hubert, D. (1977). The antecedents and beginnings of the Alberta Vocational Centre Lac La Biche. Edmonton: The University of Alberta.

Hynam, C. (1975). The Lesser Slave Lake special area project. Edmonton: The University of Alberta.

Janz, R. (1972). Vocational education - Lesser Slave Lake area. Slave Lake: Government of Alberta.

Spencer, L. (1977). The CVC's: a regional learning system. Edmonton: The University of Alberta.

Villett, L. S. (1975). History of the CVC Program. Edmonton: Government of Alberta.

Wood, A. (1970). Need and role of human resources development in isolated native communities. Edmonton: The University of Alberta.

Appendix A

In this appendix can be found the interview schedule used when interviewing decision-makers at the time the CVC Program was established and at the time the CVC Program was developing. The second part of the appendix includes the supporting questions to the main interview schedule.

APPENDIX A-1

INTERVIEW SCHEDULE

1. What circumstances, from your perspective, gave rise to the inception of the Community Vocational Centre Program?

2. What, as you perceive them, were the goals and objectives of the program?

3. How was the program organized? How is it now organized and should there be any changes?

4. What human, material, and fiscal resources contribute to the initial operation of the program? What resources now contribute to its operation?

5. How do the planning, budgetting, assessment, and evaluation processes work? Should there be changes?

6. What short range and long range planning is pursued?

7. What kind of general services are provided for:
   a. students? Are some people excluded due to lack of services (eg. health, daycare)?
   b. committees?

8. What instructional services are provided? How do they differ from services delivered at more traditional campuses?

9. What clientele are served? What is the potential?

10. How are communications established and maintained?

11. What evaluation procedures have been established?

APPENDIX A-2

SUPPORTING QUESTIONS TO INTERVIEW SCHEDULE

1. What circumstances from your perspective gave rise to the inception of the Community Vocational Centre Program?
    a. What were the main events?
    b. What economic, educational, and demographic influences affected its formation?
    c. What were the roles of government, agencies, and individuals?

2. What, as you perceive them, were the goals and objectives of the program?
    a. How were they formulated?

3. How was the program organized? How is it now organized and should there be any changes?
    a. What are the authority relationships?
    b. How are support staffing arrangements made and organized?
    c. How are office, warehouse, and instructional facilities organized?

4. What human, material, and fiscal resources contribute to the initial operation of the program? What resources now contribute to its operation?
    a. What do local communities and agencies contribute?
    b. What do the provincial and federal governments contribute?

5. How do planning, budgetting, assessment, and evaluation processes operate? Should there be changes?
    a. Where is the authority based?
    b. What is the role of committees, government, and C.V.C. support staff?
    c. How are policies regarding personnel allocation developed and implemented?

6. What short range and long range planning is pursued?
    a. What are the procedures and processes?
        i. What components of the program are involved?
        ii. Is planning scheduled?

7. What kinds of general services are provided for:
    a. students? Are some people excluded due to lack of services (eg. health, daycare)?
        i. Where are students located?
        ii. What counselling support is provided?
        iii. How do students use the services provided?
    b. committees?
        i. What kinds of training are available?
        ii. How does the program benefit?

8. What instructional services are provided? How do they differ from services delivered at more traditional campuses?
    a. How do community circumstances affect variations?
    b. What are the modes of delivery?
    c. How are types of services determined?
    d. How are services updated?

9. What clientele are served? What is the potential?
    a. What is the target population?
    b. Are there limiting factors affecting service?
    c. What circumstances cause variations?

10. How are communications established and maintained?
    a. What are the internal processes?
    b. What external resources are used?
    c. How does it relate to the community? How do committees "sell" programs? How do people find our about services?

11. What evaluation procedures have been established?
    a. What committee, student, instructional, and administrative procedures are used?
    b. What measures are taken to maintain cost effectiveness?
    c. What follow-up procedures are used?

Appendix B

In this appendix can be found the guidelines for the Canada NewStart Program upon which the Alberta NewStart project was based. Included are: a background statement, terms of reference for the program, organizational information, operational details, and the design for NewStart corporations. Also included is a copy of the Memorandum of Understanding between the Alberta Department of Education and Alberta NewStart Incorporated.

THE CANADA NEWSTART PROGRAM

The NewStart Program is intended for areas of Canada having an unusually high proportion of people inexperienced in work that will yield anything close to the average Canadian standard of living.

The purpose of the program is to help the disadvantaged to acquire the motivation and preparation necessary for stable and rewarding employment.

The program will operate only in selected small areas, up to a maximum of ten. In these selected areas, NewStart corporations will be established by agreement with the provinces. The corporations will be responsible for conducting experimental projects designed to help disadvantaged adults to acquire the motivation and preparation necessary for employment.

The experimental projects are to be so conducted that the provinces and the federal government can take advantage of their findings in structuring development measures for other areas.

The corporations in the field and the headquarters staff at Ottawa will work closely with federal departments and provincial governments. They will pass to the appropriate departments of government all findings that may be significant for policy and programs.

I. A CANADIAN PROBLEM

The social and economic problems of many residents in areas of ~~s~~low economic growth are caused in part by the lack of programs to improve their employability in forms adapted to their particular needs. The situation is aggravated by the inability of many people to adapt to the conditions of modern industrial society. They are by-passed in the industrialization of an area, or in the opportunities to move to other areas, because they lack the skills and attitudes required for adequate participation in a changing economy. Programs to improve their employability are not available in forms adapted to their particular needs.

Many Canadians have been inadequately educated or have not attended school for any reasonable length of time. Many are isolated from industrial communities and are not aware of the qualifications required for successful competition in the labour market. Many may suffer from a lack of positive direction, from an absence of examples of success among relatives and friends, and unsatisfactory adaptation to school and work values and patterns.

Disadvantaged people in rural areas and small towns lack many things, but the crippling lack is of the means to learn how to cope with new situations. Their environment is deficient in communication facilities, integrative institutions, means for proper acculturation and social control, mechanisms for motivation and conformity of behaviour.

Low incomes are common among poorly educated people. Job opportunities for such people are limited to certain types of work, and if they are in low-income occupations they find self-improvement difficult. The probability of successful outmigration is small except when there is unusual demand for workers at tasks that do not require much education. Only during periods of great economic activity, such as the war years of the 1940's, is there active recruitment of poorly educated rural people for jobs outside agriculture or fishing, and even during such periods they often fill only the more menial and often temporary jobs.

The people with whom the program is concerned have such characteristics as:

1. They are often unemployed or underemployed.
2. They may often lack knowledge or appreciation of values associated with other levels of society.
3. Their families are usually in need of guidance in adapting themselves to changes in the employment level and/or location of employment.
4. They frequently live on farms, fishing villages, woodlots or in isolated small communities which are unproductive or underproductive.
5. They have usually completed less than eight grades of schooling.
6. They possess few, if any, marketable skills.
7. They usually perform very poorly on standardized placement tests.
8. They are mainly persons from rural areas and small towns.
9. They are generally deprived economically, educationally, vocationally, socially, culturally; and in some instances, physically.

10. The "educational gap" which separates them from economic opportunity is increasing.
11. They consume a high proportion of the health and social welfare expenditures in a community.
12. They exercise little pressure or control in community institutions.

A large proportion of such people are poor, have limited education and are unskilled. Large families are common, and many of these have been receiving public assistance for a long time. Therefore, a program designed to raise the "sights" of a segment of this population, to expose them in a learning situation to the nature of contemporary employment, and to give them social orientation and personal skills, can do much to improve the economic and social status of the families involved.

The range of their needs varies and may include:

1. Motivation to enrol and persist in a program of preparation for employment.
2. Guidance, understanding and counselling in vocationally relevant personal, social, study and work attitudes, habits and skills.
3. Basic education as a foundation for skill development.
4. New training courses that are required for work opportunities when existing courses are not appropriate to the needs of the disadvantaged people.
5. Sufficient income to permit them to explore employment opportunities and to plan for their future.

Very little is being done to meet such needs. Basic education facilities are often inadequate, especially in the most remote areas, and training programs are few. More fundamentally, the present content and degree of sophistication of education and training programs have not reached low income and under-privileged groups because they are based upon the predominant values and behaviour patterns existing in a different level of our society.

Problems of motivating, orienting and developing individual members of such groups require new approaches and methods. The cumulative problems that beset the poorest people in disadvantaged areas require coordinated responses. These have been slow in coming because of imperfect education and welfare practices, inadequate and scarce professional skills and ineffective organizational arrangements. The human service agencies are still groping for methods to cope effectively with the problems of a rapidly changing environment and population.

To provide the opportunities and the social structures which will enable the people of slow-growth areas to recognize, develop and utilize their human potentialities, programs for socio-economic development must include provision for the identification, development and utilization of human capacities and interests.

II. INTRODUCTION TO THE CANADA NEWSTART PROGRAM

A. OBJECTIVE

The Canada NewStart Program is one experimental approach to solving the development problems of particularly disadvantaged areas. Its objective is to develop, through action research, methods and programs which will prove their effectiveness in helping to motivate and prepare unemployed and underemployed adults to take advantage of opportunities for stable and rewarding employment.

The program operates in selected small areas. It is hoped by this means to find techniques which are applicable to development programs in other areas.

The program is conducted by NewStart corporations. They will involve numerous individuals, agencies and other resources in all phases of the experimental human and social development program.

A NewStart project is an experimental and demonstration activity which is undertaken to:

1. Develop sufficient acquaintance with a problem area to permit the formulation of hypotheses for testing by experimentation.

2 Pioneer program innovations.

3. Display and demonstrate the feasibility of using new ideas, techniques and programs which are not yet in general use, with the intent of stimulating and assisting in the widespread adoption of those that are considered successful.

4. Develop new knowledge or use existing knowledge in new applications to activities which are or may be organized to meet problems of motivating and preparing disadvantaged adults for stable and rewarding employment.

These projects study, in a real life context, ways and means of alleviating problems through systematic experimentation with new or modified techniques and institutional arrangements.

B. TERMS OF REFERENCE

The terms of reference agreed upon by the federal and provincial governments give the NewStart corporations the powers to:

1. Develop methods of qualifying persons who are disadvantaged, for rewarding and stable employment.
2. Execute on an experimental basis approaches to the solutions of employment problems by recruitment, motivation, counselling, basic education, training, placement, welfare and related matters; on the basis of the employment and other prospects for persons with various levels and types of education and skills.
3. Carry on the activities of a research centre, pay and provide such other services and benefits as are deemed necessary, to or on behalf of trainees.
4. Maintain liaison with local and regional human and social development agencies and with provincial and federal governments and agencies.
5. Develop methods of evaluating the procedures and methods used, prepare reports and publish and disseminate information relating to research and related programs.
6. Enter into any arrangements with any authorities, public, academic, private or otherwise that may seem conducive to the Corporation's objects or any of them, and to obtain from any such authority any rights, privileges and concessions which the Corporation may think it desirable to obtain, and to carry out, exercise and comply with any such arrangements, rights, privileges and concessions.

The needs of a designated area include not only preparation for unfilled jobs, but also the creation of a milieu which encourages, provides for and assists with the total preparation of the labour force potential in an area. A designated area presents particular challenges in this regard, because of its characteristic low level of education, aspiration and opportunity. Therefore, the Canada NewStart Program must address the total situation of the community regarding employment preparation and work. This requires a broad range of programs and methods. A comprehensive approach to an area's human and social problems will reveal more clearly the gaps and overlaps in programs. The areas will be used as laboratories to validate a wide ~~range of~~ possible techniques and programs for human resource and social development.

C. ORGANIZATION AND FINANCING OF NEWSTART CORPORATIONS

An experimental program of this nature requires that each NewStart corporation have considerable administrative authority and autonomy to ensure that:

1. Operating decisions may be made and implemented quickly.
2. Staffing problems may be handled promptly.
3. Freedom to hire and evaluate staff.
4. Flexibility be exercised, with freedom from rigid commitment to established methods and procedures of counselling, training etc.

The organizational structure considered best able to provide these operating conditions and to provide for financial accountability to the federal and provincial governments is that of a company or society formed in a province under provincial legislation. The federal and provincial governments hold equal shares in it. The board of directors of each corporation so formed consists of five members including the full-time executive director, and are appointed after consultation and agreement between the federal and provincial ministers concerned. It is responsible for the operation of the corporation. The executive director is the chief executive officer. The records of the corporation are subject to audit by the government of Canada. The federal government finances up to 100% of the corporation's operation, and its assets will be turned over to the government of Canada at the termination of the project.

Each province which desires to participate will recommend the area for one NewStart program and will state the particular problems of that part of the province.

The provincial minister concerned and federal minister responsible for regional development enter into formal agreement to incorporate the project, following joint agreement to the proposal. The agreement stipulates the terms of reference for the NewStart corporation, the personnel of the initial board of directors, including the executive director, responsibility for the costs of incorporation, the distribution of shares, and the conditions governing the winding up of the company.

On the basis of the agreement, an application is made to the provincial authorities for a company charter under provincial legislation.

After the granting of a provincial charter to the NewStart corporation, and appointment of the board of directors, the federal government will make an advance payment of up to $150,000, under a contract with the corporation, to enable it to prepare a plan of operations for consideration by the federal and provincial ministers. The plan will indicate the population of the area to be served, the nature of the tasks of employment preparation that are to be studied, the experimental methods proposed, and the liaison with provincial and federal government departments and agencies. The plan will include a budget and staff establishment.

Upon agreement between the ministers and the corporation to the plan, the federal Minister responsible for regional development will provide the required funds to the corporation. Subsequently, annual plans and budgets will be submitted to the provincial and federal governments. Each NewStart corporation will plan, organize, conduct and evaluate methods and programs required to meet the objectives in an area. It will co-operate with and utilize existing personnel and institutional resources.

The preparation and testing of new methods in new settings requires close and continuing collaboration betweem the individual NewStart corporations and the federal Department. This relationship must be free from administrative constraints, traditional methodologies and professional vested interests to ensure the interchange of critical ideas and findings, and the constant evaluation of the program.

A NewStart corporation addresses itself to the human and social development needs of an area, and is responsible for organizing and carrying out all aspects of the program. The staff for each corporation should be recruited to the extent possible from the area, because a significant dimension of the experimental project is to test the feasibility of this strategy.

A core staff is employed by each corporation to plan, promote, organize, supervise and evaluate the program in the area. The existence of such qualified staffs makes possible the necessary degree of autonomy and the ability to develop the program.

D. SELECTION OF AREAS FOR NEWSTART PROJECTS

The locations for the NewStart projects are selected on the basis of discussion between federal and provincial authorities and must be in an area designated for development purposes.

The areas selected will reflect a variety of situations including industrial growth or decline, sizeable native populations, various "mixes" of farm and non-farm populations etc.

These human and social development projects are being established to develop the best methods of meeting the needs of disadvantaged, unemployed and underemployed adults. Priority must therefore be given to those areas which have a maximum potential for intensive study of these problems. The NewStart corporation will not replace existing operational programs for training unemployed or underemployed groups in the area.

The areas are of such size as will provide scope for a full range of research and development activities, but not so large as to be unmanageable in terms of the development of experimental programs. A total population from 10,000 to 25,000 appears to be practical for this purpose.

III. OPERATION OF A NEWSTART CORPORATION

A. THE IDENTIFICATION OF OBJECTIVES

The NewStart activities have as their objective the experimental preparation of disadvantaged adults in the area for stable and rewarding employment. It is important that they be developed in relation to existing or potential employment opportunities. This may be accomplished by:

1. Determining the employment opportunities available to area residents, including opportunities which can be taken only through emigration from the area.

2. Determining the qualifications necessary for employment in these job opportunities.

3. Determining the types of preparation required to qualify residents for the employment opportunities available to them and, when necessary, preparation for mobility.

Residents of rural areas are often at a disadvantage in seeking employment outside of farming, fishing or lumbering because of remoteness from large urban centres, inadequate general and/or vocational education, lack of specific knowledge of employment possibilities, unfamiliarity with urban and industrial ways, and social and health problems. Because of these problems and the lack of training and other services appropriate to their needs, and to which they can be referred, it is necessary to develop programs to take these characteristics into account.

The following paragraphs suggest the kinds of programs which may be offered. Each NewStart corporation is free to select the programs considered most suitable for their areas.

B. RECRUITING

The people who may be involved in the experimental projects will include many who dropped out of school and who would not initially be expected to volunteer for normal training. Many of them may be convinced that they are not wanted and cannot benefit in practical ways from further training. Among the factors which make it difficult to draw these individuals into training programs are the "middle class" image of education and training, a lack of self-confidence, feelings of frustration with the usual methods of registering and handling people who seek assistance, and the absence of programs appropriate to the broad range of their needs. Mass communications media are not really effective in reaching and influencing them. The NewStart corporations will develop methods of overcoming these obstacles, and will experiment with methods of identifying and using community resources to this end.

C. COUNSELLING

Counselling services will be a major consideration in the program. It will be necessary to motivate people not only to enrol, but also to persist in occupational preparation. This will require the NewStart corporation to assess interests, attitudes and abilities. Programs will be needed to help people develop and accept new goals, habits, values and interests, and to adjust to becoming and remaining employed at a satisfactory level.

Levels of motivation and capability vary between individuals, and it is particularly important to prepare programs to meet the needs of those who will experience considerable difficulty in accepting and absorbing what they are told.

Counselling can also assist people to:

1. Adapt to a learning situation initially and then accept the work pace and work attitudes employers expect.
2. Overcome feelings of inadequacy and other attitudes which would impair their profit from occupational preparation.
3. Learn about the world of work and how to secure jobs which interest them and are, at the same time, appropriate to their ability.
4. Adapt to the conditions in which they will find themselves when working in a different community.

A further area in which counselling can help is in the attitude and problems of the person's family which can cause him to drop out of any system of preparation.

Initial studies of the characteristics of the disadvantaged indicate that many will have to change their attitudes to work and to other forms of self-improvement. To some, learning these characteristics may be difficult regardless of financial or other incentives for learning or working. For the NewStart corporation, this may present its greatest challenge.

Thus, in addition to the development of manual and mental skills, people will be helped to adopt and adapt certain types of work behaviour, and to acquire habits and value patterns consistent with those of successful employees in gainful occupations. These characteristics are neither taught nor learned in a rational way in the same manner as subjects like mathematics or welding. To find out how to develop new patterns of behaviour it will be necessary to experiment with a number of factors comprising the social system of work situations, including:

1. Authority system and forms of control exercised over adults while learning;
2. Autonomy of people during the learning process;
3. The nature and extent of interaction between staff and trainees and among trainees;
4. Complexity of roles trainees must play vis-a-vis the various staff members and other trainees, and community members;
5. Reward structures.

It may be hypothesized that by varying factors such as the above, it will be possible to duplicate the social demand of various work situations, to which the potential workers must learn to adjust and to develop attitudes and behaviour patterns which will aid them in securing and retaining employment.

D. TRAINING

The training part of the learning and adjusting process may be on a full or part-time basis. It will usually be conducted in the community where the potential workers are resident. In some cases, it may extend to other locations where employment opportunities exist. It will not replace any existing and appropriate courses to which the people involved could be referred for training under Occupational Training for Adults or other appropriate programs.

Curricula will be designed and specialized teaching methodology and materials will be employed. Experimentation will take place with particular concern for producing newer curricula, methodology and materials. Special efforts will be made to:

1. Measure rate of achievement and length of training to determine if there are certain desirable lengths for curricula.
2. Study class organization and grouping patterns to determine the effects on learning and other behavioral characteristics.
3. Develop curriculum materials which may be especially adaptable to the occupations and populations of the area.
4. Measure the effects of using programmed instruction on selected segments of the student population.
5. Observe, study and demonstrate the effects of selected training techniques and methods and evaluate their effect on training.

1. Basic (Prevocational) Education

This will be directed primarily toward inexperienced, out of school, unemployed adults who are unaccustomed to work and who have no idea of an acceptable work pace or performance. Many of these are relatively young. They tend to act from expediency in the hope of immediate gain, and are naive and unsophisticated in terms of understanding the world they live in.

Projects will be designed to upgrade people to enable them to enter employment or more sophisticated programs. Special emphasis will be placed on reading, arithmetic, communication skills listening and understanding, interpreting ideas and developing meanings, etc. The program will provide basic education as a foundation for skill development; develop necessary work habits and skills. and aid in the development of positive concepts about work and employers' demands. It will permit its participants to explore a variety of occupational fields and will acquaint them with many aspects of community life, to help them become more effective citizens. Through a variety of techniques, new and unique accelerated basic education programs will be developed to meet the special needs of disadvantaged people. These will be used on an experimental basis. It may also provide realistic success experiences which will reinforce interest and development.

2. Occupational Training

After basic education, it will often be possible for people to go direct to existing training courses, or into employment. But there are others who, even after basic education, are not ready for any appropriate course to which they could be referred for training under OTA.

Improved training methods will be developed which may include programmed instruction, simulation, and various forms of accelerated training. Work experience will be integrated into the program where desirable and feasible.

A variety of projects will be developed to provide those skills that are, or are expected to be, in demand.

The occupations for which preparation will be given will be determined largely by the available job opportunities; including the needs of industries locating in the area. Training in other occupations, in demand in other parts of the country, may also be provided. Attention will be given to the reasons why people in the area may decline to migrate or, having migrated, decide to return home.

3. Training On-The-Job

A NewStart corporation will seek opportunities for training on-the-job, particularly in centres experiencing industrial growth, and will experiment with more effective methods of training within industry.

People may be recruited directly for this training, though more often they may first obtain prevocational preparation provided by the corporation.

4. Management Development

Many farm, fishing, business and cooperative enterprises in designated areas fail or subsist marginally when they could be successful if better management practices were used. Experimental methods will be used to develop techniques of training self-employed people to assist them make their enterprises succeed and grow.

Many communities in these areas must rely to a great extent upon the survival and growth of small enterprises which are usually based on local resources and local people, and serve district markets. Most communities have unexploited resources and opportunities for small businesses which could increase employment in the community. Initiative and enterprise can be developed by encouraging and assisting people to analyse opportunities and undertake projects of practical economic value. To this end, courses may be developed to encourage and assist community and business leaders to identify resources and additional economic activities which could provide additional employment.

5. Training Allowances

Appendix "A" contains the policy and procedures of the Department of Manpower and Immigration for the payment of training allowances to those trainees of NewStart corporations who are eligible to receive them under the provisions of the Adult Occupational Training Act.

IV. DESIGN OF THE ACTION RESEARCH SYSTEM

A. CRITERIA

The project is experimental in nature, and the evaluation and the cost/benefit analysis of each phase is critical to the whole operation. On the basis of such assessments it will be possible to determine the value of the methods and techniques developed, and most importantly assess the extent to which they can be replicated economically on a wider basis.

An experimental project must have measurable criteria to assess the extent to which its objectives are achieved. In educational, social and economic experimental programs there is a requirement for both intermediate and ultimate criteria. The ultimate criteria are related to the social and economic intent of the program.

Regular evaluation of the program is essential to learn how the various segments of the program are meeting the goals set for them, to identify new and changing problems which may require program adjustment, and to ensure that the policy and operation of the program are responsive to overall needs.

B. THE INTEGRATED ELEMENTS OF THE ACTION RESEARCH SYSTEM

The application of modern system theory to the Canada NewStart Program takes advantage of research, application studies, feasibility studies, job analysis, task analysis, behavioural analysis, and many other techniques. It relies upon analytical methods for establishing objectives, and calls for combinations of instructional media to meet the stated objectives.

1. Design of Action Research Systems

Heretofore, action research has had a minimal impact on social policy and programs because adequately conceived efforts have rarely been undertaken and completed.

The complexity of the problems confronting the Canada NewStart Program requires the development of new action research designs so that any impact of changes of program variables on employability or on employment may be detected, identified and measured. This phas will also involve the development of a theory which logically interrelates a set of principles and procedures with the project objective

2. Development of Experimental Methods

The processes which will be experimented with to produce changes in employability and employment behaviour consist largely of counselling, basic training, job development and the organization of the NewStart corporations. Changes in behaviour which might be fostered may also require changes in income maintenance, health service, business organization and practice, and social organization to support and maintain these changes. Recognizing that community involvement is an integral part of development programs, individual community leaders and community agencies will be involved throughout the program and a measure of their effect will be attempted. Each program component must be well defined and described so that it may be used elsewhere if found effective.

3. Development of Evaluation Methods

Methods of evaluation are required to assess each component not only "before and after", but also during the experiment to suggest possible changes or improvements. They are required to identify inputs from several sources in the program or in the community, and to recognize which should be applied in other programs.

4. Development of Administrative Support

The establishment of NewStart corporations requires that these new, relatively autonomous organizations develop their own administrative services, including finance and accounting, personnel purchasing, accommodation and equipment. Some of these, such as personnel (use of indigenous leaders, staff qualifications, staff-trainee ratios, etc.) and accommodation (location, type, etc.) may well also serve as experimental variables. Others (e.g. accounting) will provide evaluation data for cost/benefit analysis.

5. Planning, Conduct and Evaluation of Experimentation

The effectiveness of the projects will depend upon how well their objectives are defined and how program activities are planned and conducted. Methods of program planning, implementation and evaluation by a NewStart corporation will be based upon an analysis of the people and the community. Its problems and opportunities will suggest methods and a sequence of program activities. In experimental or intervention research this phase is critical because of the impossibility of reproducing any one experiment.

6. Applications for Implementation on a Widespread Basis

The purpose of the Canada NewStart Program is to develop methods which may be implemented on a widespread basis. This involves adapting and utilizing the results of experiments to prepare and demonstrate practical methods which are capable of general application.

V. THE END-PRODUCT OF THE PROGRAM

The concept of objectives or end-product should be the focus of the values and goals of the program. This implies that something specific is to be delivered, and is to be applicable on a widespread basis following a sequence of experimental activities.

This end-product will be tested and validated knowledge, usually in the form of reports which will provide the bases for widespread application of this knowledge.

This is very significant because:

1. The report is the principal evidence of performance.

2. Numerous aspects of NewStart corporation management activities ought best to be viewed as functions which are supportive of goal achievement and contribute essentially to the preparation of a quality end-product.

3. The report as an end-product is an important facet of the values for which NewStart funds are expended. It is important in the two major areas of cost/benefit analysis and the allocation of priorities when establishing policies for the widespread application.

4. The report contains the validated knowledge which is the goal of the complex project operation and management.

It is suggested that the reports of NewStart corporations should focus on the following five major areas:

1. Report of the project dynamics and its history, as well as significant insights, audits of the services rendered, and case histories.

2. The model and specifications for dealing with a given type of problem, making explicit all the essential services and procedures. This should be technical, to enable a new technology of human resource development for disadvantaged and inexperienced people to be replicated and applied successfully by others to the solution of the type of problem for which it was found to be valid.

3. An experimental analysis which uses experimental methodology (design, mensuration, etc.) to establish credibility in the judgements of effectiveness and in the empirically tested hypotheses pertinent to the acceptance of a scientifically developed artifact and/or behaviour system.

4. Ancillary studies and the data bank functions as a class of end-products should be given prime attention. The NewStart corporations are sites for the analysis and study of human adjustment, social dynamics and behaviour systems basic to

the development of slow-growth areas. Undoubtedly an analyst will find each project so complex that it provides more studies than he can conceivably handle. There are special problems in this area, but the potential return in terms of applied and basic knowledge is well worth the cost and effort.

5. Cost/benefit analyses in varied forms should, when possible, be a part of the project yield.

The transmission of the results of the program will undoubtedly commence before the termination of the program, and it is envisaged that the publication of reports and the conduct of symposia, demonstrations and conferences on new methods will be held as these new methods are developed and validated. In this way, the results of the program will be provided to the authorities concerned, so that they may consider and apply the new methodologies in a progressive manner.

APPENDIX "A"

POLICY AND PROCEDURE REGARDING O.T.A. ALLOWANCES FOR CANADA NEWSTART PROGRAM TRAINEES

1. The Pilot Projects Branch Activity results from the decision to engage in pilot training projects, in cooperation with the Provinces, to develop methods aimed at improving the utilization of manpower and the reduction of poverty in areas designated under the Department of Industry Act. To provide flexibility and autonomy from established methods and procedures and quick response to special needs, these experimental projects are being carried out by NewStart corporations formed under Provincial legislation. Although the Federal Government finances each corporation's operations by means of grants, the Federal and Provincial Governments share control of the corporations.

2. This activity, called the Canada NewStart Program, involves cooperation with the Provinces in the establishment of one NewStart corporation in each Province. The objective of each NewStart corporation is to develop through research and experimentation, methods and programs to help disadvantaged unemployed and underemployed adults prepare for stable and rewarding employment.

3. The following policy and procedures apply to the payment of O.T.A. allowances only. All course costs for NewStart trainees are to be borne by the NewStart corporations.

4. The authority to determine eligibility for training allowances under the A.O.T. Act rests with the C.M.C. Counsellor. However, in determining whether or not training allowances will be paid to NewStart trainees, the following normal considerations will be disregarded:

   (a) The appropriateness of the proposed course for the individual trainees, provided that the training situation consists of at least the required number of hours (24) per week.

   (b) The appropriateness of the individual trainees for any given course.

The exercise of judgement in the above two respects will be the responsibility of the NewStart corporation.

5. A NewStart corporation may enter into a contract with an employer to reimburse him all or part of his direct costs for providing occupational training to NewStart trainees. During such periods as they are considered as his employees for this purpose, the employer may also be reimbursed by the NewStart corporation for the wages that are paid to trainees while they are undertaking such training. The maximum wage reimbursement cannot exceed the regular O.T.A. allowance scale.

The type of training for NewStart trainees which may be purchased from employers by NewStart corporations is that referred to as "Classroom" or "Vestibule" training. It is defined as follows:

"Occupational training that is provided to his employees by the employer in the form of an occupational training course operated by him or on his behalf which consists of general instruction in skills transferrable between employers, given in an organized instructional setting which will normally be apart from the regular work place, and any production from which will be incidental to the general instruction in transferrable skills."

When wage reimbursement is part of a contract the employee (trainee) must be an adult and have been three or more years in the labour force or have dependents. These are the standard criteria under A.O.T. Regulations for the payment of training allowances. The maximum wage reimbursement cannot exceed the regular O.T.A. allowance scale, and is calculated as follows:

$$\frac{\text{Hours of training in the week}}{24} \times \begin{array}{l}\text{maximum amount payable}\\ \text{as training allowances}\end{array}$$

$= \text{maximum wage reimbursement}$

NOTE: The maximum wage reimbursement cannot be more than the maximum payable allowances under AOT regulations.

6. Close liaison and working relationships between the local C.M.C. and NewStart corporation officials are essential. In particular, NewStart officials must be informed of and adhere to the details and requirements of the procedures for the payment of O.T.A. allowances. Similarly, NewStart officials must keep the local C.M.C. informed of their developing plans insofar as they may involve the use of C.M.C. services.

7. NewStart corporations will recruit trainees for their programs. The local C.M.C. may be asked to assist in identifying disadvantaged adults resident in the NewStart area who might participate in the NewStart Program. The local C.M.C.

may also suggest disadvantaged adults to NewStart officials for consideration as possible trainees under the NewStart Program.

8. For each adult trainee selected by a NewStart corporation, and who might conceivably qualify for O.T.A. allowances, form MAN 451 (Authorization for Training and Allowances) will be completed, and sent to the local C.M.C. for determination of eligibility for O.T.A. allowances, as modified by paragraph 3 above. Forms MAN 452 (Supplementary Trainee Information) are not required for such trainees. The local C.M.C. will provide the NewStart corporation with a supply of forms MAN 451, all copies of which shall be stamped distinctly with the word "NewStart".

9. On receipt of forms MAN 451 for those clients selected by a NewStart corporation, the local CMC will determine each client's eligibility for O.T.A. allowances.

For those clients eligible for O.T.A. allowances, the CMC will distribute copies of the MAN 451, and any subsequent copies of the MAN 453, in the normal manner. All copies of the MAN 453 will also be stamped "NewStart".

For those clients ineligible for O.T.A. allowances the CMC will return all copies of the MAN 451 to the NewStart corporation with an explanation and the NewStart corporation will destroy these copies.

10. NewStart corporations will maintain attendance records for all trainees, and will arrange to supply the local C.M.C. with notifications of unexcused absences or interrupted training in the same manner as do other training institutions.

11. Cheques will be sent by the local C.M.C. to the NewStart corporation for distribution to trainees. Current practices regarding withholding and cancelling cheques will be observed by NewStart corporations. Such cheques will be returned to the local C.M.C. by the NewStart corporation.

12. NewStart trainees who do not qualify for O.T.A. allowances and who are involved in training situations of at least 24 hours per week may be paid allowances, on the same scale as O.T.A. allowances, the funds coming from the NewStart corporation budget.

ORIGINAL - AUGUST 1, 1968

MEMORANDUM OF UNDERSTANDING AS BETWEEN THE DEPARTMENT OF EDUCATION, GOVERNMENT OF ALBERTA AND ALBERTA NEWSTART INCORPORATED.

The purpose of this understanding is to outline the mutually agreed arrangements which will provide Alberta NewStart with access to all facilities and programs on the site of the Alberta Vocational Centre, Ft. McMurray, while the Centre continues to be administered by the Department of Education.

Under these arrangements there will be two identifiable periods of operation. The first of these will be an initial PHASE-IN period during which Alberta NewStart develop and commence the operation of certain new instructional programs. At the completion of this period the PHASE-IN programs will be taken over by the Department of Education and become part of the regular or ON-GOING period of operation. The following features of this arrangement are agreed to by the undersigned:

PART A
PARTICULARLY APPLICABLE TO THE PHASE-IN PERIOD

1. The Department of Education will arrange to provide the additional buildings required for the new program offerings.

2. Alberta NewStart will furnish and equip the new facilities and supply the initial stock of instructional materials for the programs involved.

3. Alberta NewStart will provide instructional and other staff in connection with these new programs and new facilities. Because of the likely transfer of these staff members to the Department of Education, Alberta NewStart will consult with the Department of Education in their appointment.

4. The trainees attending the new programs will, if eligible, be receiving allowances from either Canada Manpower, the Provincial Government, or Indian Affairs. Alberta NewStart may, in accord with its experimental development, augment these allowances.

5. The PHASE-IN period is expected to terminate April 1, 1969 (or as soon thereafter as is mutually agreed), at which time the Department of Education will arrange to assume responsibility for these new programs. This implies that the Department of Education will staff these programs and assume responsibility for their operational costs. (It is expected that Canada Manpower will purchase in the normal manner a selected number of training places in these new programs when they are on-going in nature.)

6. The Department of Education is to have complete responsibility for all activities on the campus. In effect, Alberta NewStart staff, whose regular duties are wholly or mainly on the campus, will be seconded to the Centre for all purposes, other than pay.

PART B
PARTICULARLY APPLICABLE TO THE ON-GOING OPERATIONS

1. The Department of Education is to have complete responsibility for all activities connected with the operation of the Centre. Alberta NewStart agrees that their staff and/or students will be responsible to the Supervisor of the Centre and, in effect, will be seconded to the Department of Education for all purposes other than pay.

2. Notwithstanding the foregoing, it is specifically agreed that the Centre Supervisor and a designated official of Alberta NewStart will maintain close liaison, and that the former will rely upon the Alberta NewStart official to provide guidance and advice in connection with any aspect of the operation of the Centre which is undergoing research and development by Alberta NewStart. It is agreed that the Department of Education will implement such program or other change as may be requested by Alberta NewStart and which is deemed advisable and possible by the Department.

3. The Department of Education agrees to make all facilities, programs and records accessible to Alberta NewStart, and to provide the highest measure of co-operation.

4. Should the Department be unable, for budgetary or other reasons, to effect change as requested by Alberta NewStart, it is agreed that Alberta NewStart may assume such costs directly. In particular, Alberta NewStart may provide such additional instructional equipment or materials as they consider necessary, and in the case of equipment the Department of Education undertakes to assume responsibility for its maintenance in the same manner as applies to equipment generally.

5. All trainees will, if eligible, be receiving allowances from either Canada Manpower, the Provincial Government, Indian Affairs, or other agencies. Alberta NewStart may augment these allowances in accord with its experimentation with program development.

PART C
GENERAL

1. It is agreed that this understanding may be subject to revision as mutually desired. The Executive-Director of Alberta NewStart and the Director of Vocational Education will maintain adequate communication, and it is agreed that decisions of the latter will be accepted by Alberta NewStart. Final decision in any matter relative to the operation of the Centre rests with the Minister of Education.

2. The senior officer of the Department of Education for the Centre is to be the Supervisor of the Centre. In matters connected with this understanding the senior officer for Alberta NewStart is to be the Executive-Director of Alberta NewStart.

3. This arrangement may be terminated by written notice of either party not less than three months prior to termination date.

4. ALL DECISIONS AND DEVELOPMENTS IN CONNECTION WITH THIS ARRANGEMENT WILL BE IN KEEPING WITH A HIGH LEVEL OF CO-OPERATION, WITH THE TRUE PURPOSE OF ALL ARRANGEMENTS AND DECISIONS BEING: (A) TO PROVIDE RESEARCH, EXPERIMENTATION AND DEVELOPMENT WHICH IS DESIGNED TO LEAD TO IMPROVEMENT OF THE PROGRAMS OF INSTRUCTION AND (B) TO PROVIDE THE DEPARTMENT OF EDUCATION WITH THE BENEFITS OF ALBERTA NEWSTART'S CONSULTIVE SERVICES AND OF THEIR RESEARCH ACTIVITIES.

APPROVED ______________________ Date [illegible]/68
for Alberta NewStart Inc.

______________________ Date [illegible]/68
for Department of Education

____
R. REIERSON
MINISTER OF EDUCATION

Appendix C

In this appendix can be found the portion of a proposal by the Alberta Department of Education to the Human Resources Development Authority. The proposal was for the initiation of AVC Grouard and CVC activities and includes budget estimates for their beginning phases of development.

A SUMMARY OF PROPOSED
PROGRAMS FOR THE
LESSER SLAVE LAKE
SPECIAL AREA

Presented To
The

Research And Planning Division

The

Human Resource Development Authority

Edmonton
November, 1970

The Hon. R. A. Speaker
Chairman

J. E. Oberholtzer
Director

LESSER SLAVE LAKE
SPECIAL AREA BUDGET

A.D.E. #2, 10/14/70

CAPITAL COSTS:

Co-ordinator's office	$ 3,500
F.W.D. Vehicles	20,000
Power Tobogans	4,000
Instructional Equipment	100,000
4 mobile centers	180,000
TOTAL	$307,500

OPERATING EXPENSES:

Less salaries	$270,136
Salaries	$237,800
TOTAL	$507,936
GRAND TOTAL	$815,436

OPERATING EXPENSES ONLY:

	Operating	Capital
72-73	$558,550	$140,000 1/
73-74	$600,240	$ 70,000 2/
74-75	$660,000	

1/ 2 mobile units
2/ 1 mobile unit

- - - Alberta Department of Education

[illegible] RESOURCES DEVELOPMENT AUTHORITY

LESSER SLAVE LAKE
SPECIAL AREA PROGRAM

DATE: 10/14/70

AGENCY: A.D.E. # 2

PROGRAM	COMMUNITY VOCATIONAL CENTERS (C.V.C. Slave Lake) mobile training units
PURPOSE	Basically to provide vocational training for people who are most needy; these living in isolated areas, those who cannot attend the Grouard Vocational School for a variety of reasons, and those in need of intensive training to take immediate advantage of upcoming opportunities.
NEED	1. Training and education generally, is essential to a development program 2. It is essential that all residents become involved 3. People living in isolated areas or those who are otherwise deprived of the opportunity to a vocation, must become involved; else the programme will benefit only a priviledged few.
ADDITIONAL STAFF REQUIRED	Require 32 additional staff (6 have been approved by Treasury) 16 required - 1971-72 7 required - 1972-73 3 required - 1973-74
ADDITIONAL OFFICE SPACE REQUIRED	Office space for the co-ordinator in Slave Lake
ADDITIONAL EQUIPMENT	4 - equipped mobile training centers
ADDITIONAL HOUSING REQUIRED	Two houses required in Slave Lake. Trailers will be used for homes at Mobile School. Not included in budget.
REMARKS	Of necessity, living quarters would have to be located in the mobile units. Maintainence estimates have been requested from D.P.W.

HUMAN RESOURCES DEVELOPMENT AUTHORITY

LESSER SLAVE LAKE
SPECIAL AREA PROGRAM

DATE: 10/15/70

AGENCY: A.D.E. # 1

PROGRAM	VOCATIONAL TRAINING AND COUNSELLING - A.V.C. - Grouard
PURPOSE	To provide a compliment of formal training and counselling in order to prepare local residents for successful competition in what will be an expanding job market.
NEED	There is a need to correct a situation where chronic employment and dependence on social assistance is prevalent. In many cases, the people affected lack adequate training and skills to compete successfully in the job market.
ADDITIONAL STAFF REQUIRED	25 positions have been created Require 9 additional positions
ADDITIONAL OFFICE SPACE REQUIRED	Several renovations and additions to existing facilities at AVC, Grouard to accommodate the expanded programme and the anticipated additional enrollment.
ADDITIONAL EQUIPMENT	Funds will be required to equip up to ten new programs.
ADDITIONAL HOUSING REQUIRED	Some renovations to the dormitory are needed. Fifteen houses will be required in each of two years, 1971-72 and 1972-73. Not included in budget.
REMARKS	Space does not permit for a complete detailed breakdown of all costs. The caretaking and maintainence costs will be budgeted by D.P.W.

Appendix D

In this appendix can be found a true copy of a letter sent from the Director of the Human Resources Development Authority to the Alberta Deputy Minister of Education in March of 1971. It outlines initial funding for the Lesser Slave Lake area and how the programs were expected to be arranged.

Notarial Certificate

CANADA
PROVINCE OF ALBERTA }

I, LARRY W. SCHIMPF of the City of SLAVE LAKE, in the Province of Alberta, a Notary Public by royal authority duly appointed, DO CERTIFY that the paper writing hereto annexed is a true copy of a document produced and shown to me from the custody of

HARVEY BURKHOLDER of SLAVE LAKE, ALBERTA

and purporting to be A Re-typed copy of a photocopy of a letter dated March 1, 197~~1~~ from J.E. OBERHOLTZER, which photocopy was, I am informed, taken from Provincial Archives Records.

the said copy having been compared by me with the original document an act whereof being requested, I have granted under my notarial form and seal of office to serve as occasion shall or may require.

IN TESTIMONY WHEREOF I have hereunto subscribed my name and affixed my seal of office at the City of SLAVE LAKE, in the Province of Alberta, this 17 day of JUNE A.D. 19 86.

A Notary Public in and for the Province of Alberta.

LARRY SCHIMPF

Humphries Printing Ltd. Form No. 154

J. E. Oberholtzer,
Director, H. R. D. Authority,
228, Legislative Building.

Dr. T. C. Byrne,
Deputy Minister,
Department of Education,
Administration Building.

March 1, 1971

Re: Vocational Education Programs - Lesser Slave Lake Special Area

As you are aware, the Lesser Slave Lake Special Area Liaison Committee was in touch with your departmental officials in preparing our total budget for that Federally Cost-shared project. Some $1.15 million has been included in the estimates for special Education and Adult Training programs in the Slave Lake Area. It is anticipated that funds will be available as of April 1st, 1971, and an Order in Council to make their transfer for your use will be prepared accordingly. Approximately 50% of the funds will be recovered from Ottawa.

Attached is a listing of the agreed-to programs and the approximate funds needed for each. It is our understanding that Mr. J. Mitchell and Mr. J. Perry of your Department will be making the necessary preparations so that the programs may proceed as outlined. The transfer of funds will take place as soon as possible in the new fiscal year.

If there are any questions, please advise.

J. E. Oberholtzer, Director,
Human Resources Development Authority.

Att'd.

cc: Hon. R. C. Clark
Hon. J. D. Ross
Mr. J. P. Mitchell
Mr. J. Perry
Mr. J. F. Bigam
Mr. J. L. Patterson

Appendix E

In this appendix can be found a copy of the initial agreement between Canada and Alberta regarding the Lesser Slave Lake Special Area for the 1970 to 1972 period. Schedules to the Agreement are not included in this appendix. The schedules are essentially the same as those for the second agreement and are included in Appendix F.

CANADA / ALBERTA

AGREEMENT ON SPECIAL AREA OF LESSER SLAVE LAKE

1970 / 72

DEPARTMENT
OF REGIONAL
ECONOMIC
EXPANSION

THE SPECIAL AREAS PROGRAM

Among the major problems facing the slow-growing regions of Canada has been a lack of opportunities for the people to obtain productive work. The Regional Development Incentives Act provides generous capital incentives to encourage industrial expansion in designated regions. Some areas, however, do not have the utilities and services required to attract industry and support a growing population.

To overcome this, after consultation with the provincial governments concerned, the Department of Regional Economic Expansion has designated certain potential growth centres as "Special Areas", where special federal, provincial and municipal action is being taken. The kinds of action vary from area to area, depending upon local needs.

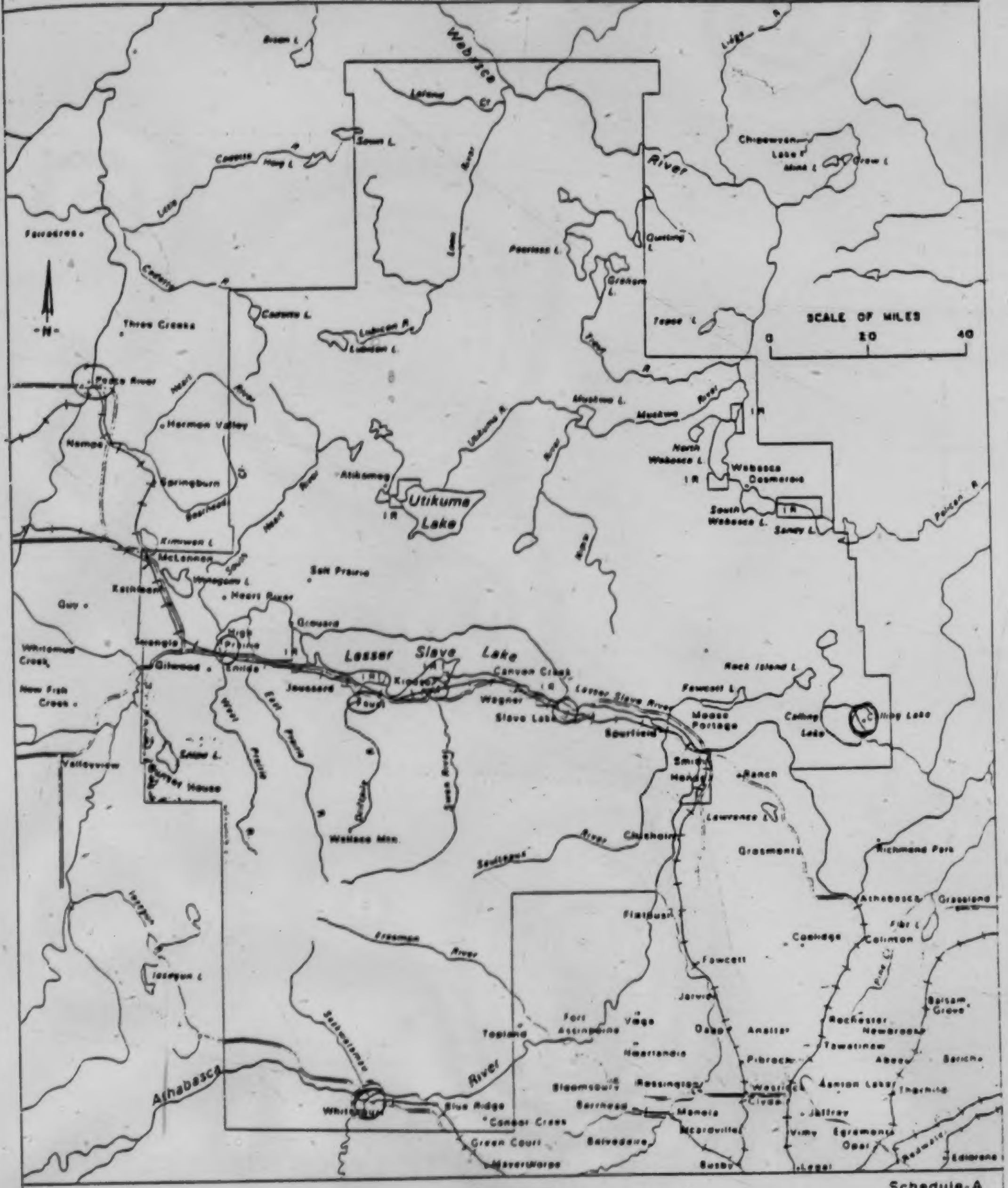
In general terms, under the Special Areas Program, the Department of Regional Economic Expansion may:

- make financial assistance available to a province, by way of grants and loans, for specific infrastructure projects (such as roads, water and sewer systems, schools, etc.) required to make key centres more attractive as sites for future industrial and population growth;
- provide incentives to primary and tertiary industries in cases where these are essential to the success of a development plan. (Assistance to such industries is not provided by the Regional Development Incentives Act, which is restricted to secondary manufacturing and processing plants.);
- provide also, in special areas outside the designated regions, the same incentives to secondary industry that are available under the Regional Development Incentives Act;
- apply, in co-operation with the provinces and other federal departments, special social adjustment programs to help local people take advantage of the opportunities created.

Special Area Agreements provide for close federal-provincial co-operation in the implementation of infrastructure projects in 18 of the 22 special areas designated this year. They also commit the governments concerned to joint development planning during the next five years.

— —

LESSER SLAVE LAKE SPECIAL AREA, ALBERTA
ZONE SPÉCIALE DU PETIT LAC DES ESCLAVES, ALBERTA


Wabasca
River
Chipewyan Lake
Peace River
Three Creeks
Harmon Valley
Nampa
Springburn
McLennan
Kathleen
Guy
Falher
Salt Prairie
Heart River
High Prairie
Grouard
Enilda
Joussard
Kinuso
Faust
Lesser Slave Lake
Canyon Creek
Wagner
Slave Lake
Lesser Slave River
Fawcett L.
Rock Island L.
Calling Lake
Moose Portage
Sawfield
Smith
Hondo
Ranch
Lawrence
Chisholm
Grosmont
Richmond Park
Athabasca
Flatbush
Fawcett
Colinton
Jarvie
Vega
Dapp
Fort Assiniboine
Tawatinaw
Westlock
Clyde
Barrhead
Manola
Busby
Legal
Whitecourt
Blue Ridge
Green Court
Mayerthorpe
Athabasca
River
Freeman River
Utikuma Lake
Atikameg
Wabasca
Desmarais
North Wabasca L.
South Wabasca L.
Sandy L.
Swan Hills
Wallace Mtn.
Valleyview
Sturgeon House
Whitemud Creek
New Fish Creek
Gilwood
Sweatgrass
I.R.
SCALE OF MILES
0
20
40
-N-

Appendice-A

Schedule-A

Publiee 1970
Sous - section de la Cartographie
Division de l' information
Ministere de l'Expansion économique regionale

Published 1970
Cartographic Unit
Public Information Division
Department of Regional Economic Expansion

ALBERTA

FEDERAL-PROVINCIAL AGREEMENT ON THE SPECIAL AREA OF LESSER SLAVE LAKE

THIS AGREEMENT made this day of , 1970

BETWEEN: THE GOVERNMENT OF CANADA (hereinafter called "Canada"),

OF THE FIRST PART,

AND: THE GOVERNMENT OF THE PROVINCE OF ALBERTA (hereinafter called "the Province"),

OF THE SECOND PART.

THIS AGREEMENT is entered into on behalf of Canada by the Minister of Regional Economic Expansion and on behalf of the Province by the Chairman of the Alberta Human Resources Development Authority.

WHEREAS Canada and the Province wish jointly to formulate and to co-operate in undertaking long-term measures of economic expansion and social adjustment in the special area, hereinafter mentioned, and in any other special areas that may be designated and intend for this purpose to make further agreements for the period April 1, 1971 to March 31, 1975;

AND WHEREAS this Agreement is intended to facilitate priority action which can be commenced in 1970;

AND WHEREAS pursuant to Section 24 of the Government Organization Act, 1969 of Canada, the Governor in Council, after consultation with the Province, has by Order-in-Council, P.C. 1970-613 of the 8th day of April, 1970, designated, for the period April 1, 1970 to June 30, 1972, the area in the Province of Alberta described in Schedule "A" hereto attached, as a special area requiring special measures to facilitate economic expansion and social adjustment;

AND WHEREAS pursuant to Section 26 of the said Act, the Minister of Regional Economic Expansion has, in co-operation with the Province, formulated a plan for economic expansion and social adjustment for the said special area, which has been approved by the Governor in Council by Order-in-Council P.C. 1970-613 of the 8th day of April, 1970;

AND WHEREAS the Governor in Council by Order-in-Council P.C. of the day of , 1970 has authorized the Minister of Regional Economic Expansion to execute this Agreement on behalf of Canada;

AND WHEREAS the Lieutenant-Governor has by Order-in-Council of the day of , 1970 authorized the Chairman of the Alberta Human Resources Development Authority to execute this Agreement on behalf of the Province;

NOW THEREFORE the parties hereto mutually agree as follows:

1. In this Agreement,

(a) "Federal Minister" means the Minister of Regional Economic Expansion of Canada and includes anyone authorized to act on his behalf;

(b) "Provincial Minister" means the Chairman of the Alberta Human Resources Development Authority of the Province or such other Minister as may be authorized by the Lieutenant-Governor in Council and includes anyone authorized to act on his behalf;

(c) "Ministers" means the Federal Minister and the Provincial Minister;

(d) "Joint Planning Committee" means the committee established pursuant to Section 29 of this Agreement;

(e) "Liaison Committee" means the committee established pursuant to Section 11 of this Agreement;

(f) "municipality" includes any local authority within the province approved for the purposes of this Agreement by the Ministers;

(g) "present special area" means the area described in Schedule "A" attached hereto; and

(h) "term of this Agreement" means the period April 1, 1970 to June 30, 1972.

SUBJECT MATTER

2. The detailed plan for the present special area includes:

Schedule "A" - A map and legal description of the area covered.

Schedule "B" - A list of projects that the Province will endeavour to have carried out based on contributions and loans made by Canada through the Department of Regional Economic Expansion.

3. Canada will finance the projects listed in Schedule "B" by contributions and loans to the extent and in the manner specified in the said Schedule.

4. The Province anticipates that the Provincial and Municipal expenditures on capital works in the said special area apart from and in addition to the expenditures on projects listed in Schedule "B" attached hereto, will amount to approximately $8,000,000 in the period April 1, 1970 to March 31, 1971;

5. (1) The Province will undertake, either directly or through agencies of the Province, or will endeavour to arrange for the municipalities concerned to undertake, during the term of this Agreement, the projects listed in Schedule "B" attached hereto. The Province or the municipality, as the case may be, will take over each project on completion and will accept full responsibility for its operation, maintenance and repair, except where other Federal-Provincial arrangements may apply.

(2) The Province or the municipality concerned, as the case may be, will acquire all lands and interests in lands that are required for the said projects.

6. It is understood and agreed that where a project mentioned in this Agreement is to be undertaken by a municipality, the Province will make such arrangements with the municipality as are necessary to enable the Province to implement its undertakings under this Agreement.

7. The Province will commence, or will endeavour to arrange for the municipalities concerned to commence, actual construction of all projects listed in Schedule "B" during the term of this Agreement. Unless the Federal Minister on the recommendation of the Liaison Committee otherwise agrees, Canada will not be responsible for any expenditures incurred after the deadline specified in Schedule "B" for the project concerned, nor will Canada pay any claim which is not received within twelve months after the said deadline.

8. (1) Subject to Sub-section (2), the costs to be financed by Canada in respect of the projects, or portions thereof, listed in Schedule "B" are:

(a) all direct costs, except administration, survey, engineering and architecture costs, that in the opinion of the Liaison Committee have been reasonably and properly incurred for the construction of the project by the Province or the municipality concerned, as the case may be; and

(b) ten per cent (10%) of the costs payable pursuant to paragraph (a), as an allowance towards all other costs, one half of which allowance, based on the estimated cost of the project as specified in Schedule "B", may be paid before the commencement of construction and the adjusted remainder of which shall be paid with the final payment in respect of the construction of the project.

(2) The costs to be financed by Canada do not include any costs relating to the acquisition of lands or interests in lands, except where otherwise specified in Schedule "B", in which case the financing by Canada shall be entirely on a loan basis.

9. (1) Canada's obligation with respect to the financing of each project shall be limited to the estimated cost specified for such project in Schedule "B", unless the Federal Minister agrees, on the recommendation of the Liaison Committee, that a higher cost is reasonable and warranted.

(2) If at any stage of a project it appears that the cost thereof will exceed the estimated cost specified for such project in Schedule "B", the Liaison Committee shall promptly so inform the Federal Minister.

10. Notwithstanding anything in this Agreement, the total amount payable by Canada under this Agreement shall not exceed the sums totalled in Schedule "B", plus 15%, that is to say, for contributions the sum of $1,206,000 or for loans the sum of $1,188,000.

LIAISON COMMITTEE

11. (1) Canada and the Province will promptly establish a Liaison Committee composed of an equal number of representatives of each party, whose function it will be to fulfil the specific responsibilities identified for it in this Agreement and to monitor and report on all stages of the planning, design, construction and implementation of the programs and projects, listed in Schedule "B", including matters related to the award of the contracts at all stages.

(2) Canada and the Province agree to provide the said Liaison Committee with all information necessary for the performance of its functions.

LOANS

12. (1) Where financing by Canada of a project is wholly or partly on a loan basis, the Province will repay the loan to Canada, with interest, over the period specified for such loan in Schedule "B", which period (hereinafter referred to as the "amortization period"), shall in each case commence on the 31st day of March of the fiscal year in which the project is completed, such repayment to be made as follows:

(a) interest with respect to all payments made by Canada shall be calculated from, but not including the date of each payment, at the rate applicable at the time each payment is made, as determined by the Minister of Finance of Canada from time to time in respect of advances of funds provided to Crown corporations by the Department of Finance; and interest not paid by accrued to the date of commencement of the amortization period shall be capitalized as at said date and shall be added to the principal amount of each payment, and the total amount shall be deemed to be principal for the purposes of paragraphs (c) and (d);

(b) interest on the accrued interest as provided for in (a) above shall be calculated as of the date of commencement of the amortization period at the rate applicable at the date of commencement of the amortization period, as determined by the Minister of Finance in respect of advances to Crown corporations by the Department of Finance;

(c) the principal amount of each payment, including the accrued interest, shall be treated as a single sum and amortized at a rate of interest computed as a weighted average of all the rates borne by the said principal amounts including the accrued interest; and

(d) at the end of each year of the amortization period, interest at the rate prescribed by paragraph (c) shall be payable on the unrepaid principal amount of the loan, together with such part of the unrepaid principal amount as will result in repayment of the principal amount and interest in equal annual instalments over the amortization period; provided, however, that the Province may repay the loan at any earlier time, without notice or bonus, by paying to Canada the unrepaid principal amount of the loan together with accrued interest to the date of such repayment.

(2) For the purpose of this Section, the date of completion of a project means the date when the Province or the municipality, as the case may be, accepts the project from the contractor; where the project has not been constructed by a contractor, the date of completion shall be that determined by the Liaison Committee, but unless the Federal Minister otherwise agrees, shall not be later than the deadline specified in Schedule "B" for the project concerned.

13. Where the financing of a project by Canada is partly by way of contribution and partly by way of loan, each payment by Canada shall be deemed to be part contribution and part loan in the same ratio as specified for that project in Schedule "B" and interest on the loan portion shall be computed in accordance with Section 12.

PAYMENT PROCEDURE

14. Subject to Section 15, payments by Canada shall be promptly made to the Province on the basis of progress claims setting out the costs actually incurred and paid for the project, submitted in a form and verified in a manner satisfactory to the Federal Minister.

15. (1) In order to assist with the interim financing of projects, Canada may, if the Province so requests, make interim progress payments to the Province not exceeding 90% of Canada's share of claims submitted, based on estimates of expenditures actually incurred as certified by a senior officer of the Province or the municipality, as the case may be.

(2) The Province will account for each such interim progress payment by submitting to Canada, within the following quarter, a detailed statement of the actual expenditures concerned, verified in a manner satisfactory to the Federal Minister. Any discrepancy between the amounts paid by Canada by way of interim progress payments and the amounts actually payable by Canada shall be promptly adjusted between Canada and the Province.

16. The Province will make appropriate financial arrangements with the municipalities concerned in respect of payment for projects which it arranges for the municipalities to undertake.

RECORDS AND AUDIT

17. The Province will ensure that proper and accurate accounts and records relating to each project are maintained by the Province or the municipality, as the case may be, and the Province will be responsible for auditing and certifying the cost of the project for the purpose of progress claims in respect of projects undertaken by municipalities.

18. Canada may audit the amounts of all progress claims and the Provincial accounts and records relating thereto, and any discrepancy between the amounts paid by Canada and the amounts actually payable by Canada under this Agreement shall be promptly adjusted between Canada and the Province.

CONSTRUCTION PROCEDURE

19. (1) Subject to Sub-section (2), the financing by Canada of the projects listed in Schedule "B" is conditional on the following:

(a) before any preliminary design is done, there must be a clear definition, satisfactory to the Liaison Committee, of the requirements to be served by the project and of the terms of reference for the design of the project;

(b) the preliminary design, costs estimates and construction standards must be approved by the Liaison Committee before detailed design is commenced;

(c) the final plans and specifications and form of contract must be approved by the Liaison Committee before tenders are called;

(d) a definition of the project for the purpose of identifying the work to be financed by Canada must be approved by the Liaison Committee;

(e) unless the Liaison Committee otherwise agrees, all construction and purchase contracts will be let pursuant to tenders invited by public advertisement;

(f) the tender package and advertisement for tenders in respect of each project shall state that: "This is a Canada Regional Development Project. Its construction is financed by grants and/or loans, as the case may be, by the Department of Regional Economic Expansion of the Federal Government, and it will be carried out in co-operation with the Province of Alberta" and (where relevant) "the municipality of " or such other wording to the like effect as may be agreed by the Ministers;

(g) opening of all tenders shall be public, and the Liaison Committee will be supplied with copies of each advertisement for tender, together with notice of the time and place for tender opening, in sufficient time to enable any member of the Liaison Committee or his representative to be present at all tender openings and to participate in the evaluation of tenders;

(h) all awards of contracts shall, unless otherwise agreed by the Liaison Committee, be awarded to the responsible and responsive tenderer who submitted the lowest evaluated tender;

(i) all announcements of contract awards shall be made jointly by Canada and the Province or the municipality, as the case may be;

(j) all amendments to a construction or purchase contract shall require the agreement of the Liaison Committee;

(k) any member of the Liaison Committee or his representative shall be permitted to inspect the project at all reasonable times for the purpose of verifying progress claims and obtaining any other information concerning the project which may be required by the Federal Minister or the Provincial Minister.

(2) Contracts let and purchases made prior to the date of this agreement may be accepted as complying with the terms of this Agreement if they are approved in writing by the Federal Minister on the recommendation of the Liaison Committee.

20. Canada will supply, erect and maintain

(a) during the course of construction of each project, a project sign or signs specifying that it is a Canada Regional Development Project financed by grants and/or loans by the Department of Regional Economic Expansion of the Government of Canada (and any other Federal agency where relevant) and carried out in co-operation with the Province and (where relevant) the municipality concerned, or such other wording to the like effect as may be agreed to by the Ministers; and

(b) upon completion of each project, a permanent sign or plaque to the like effect.

21. Any official opening ceremony for each project will be arranged by the Federal Minister in co-operation with the Provincial Minister.

REGIONAL DEVELOPMENT INCENTIVES

22. The Federal Minister will utilize the authority of Section 28 of the Government Organization Act, 1969, to make incentives available for any commercial undertaking to the full extent that in his opinion will contribute effectively to economic expansion in the special area.

AGRICULTURAL AND RURAL DEVELOPMENT ACT

23. Canada and the Province, in utilizing their intended 1970-75 Agreement under the Agricultural and Rural Development Act will give priority to objectives for social adjustment and resource development or rationalization in the Province generally. In their determination of projects under the ARDA Agreement, Alberta will give particular priority to those which will complement the purposes of this Special Area Agreement.

OTHER PROGRAMS FOR ECONOMIC EXPANSION AND SOCIAL ADJUSTMENT

24. Canada and the Province take note of their NewStart Agreement and of the Prairie Farm Rehabilitation Administration. Related programs of these organizations will be carried out in co-ordination with this Agreement.

25. Canada and the Province take note of a flood control project adjacent to the Town of Slave Lake. Subject to favourable studies of means and alternatives it is intended that this project will be undertaken by the Prairie Farm Rehabilitation Administration, with the assistance of the Province, during the term of this Agreement.

FUTURE ARRANGEMENTS

26. Canada will designate as special areas in the Province of Alberta for the period July 1, 1972 to March 31, 1975 either the present special area or such other area or areas as may be designated by the Governor in Council pursuant to Section 24 of the Government Organization Act, 1969.

27. Canada and the Province agree to develop jointly plans designed to facilitate the further realization of the potential for economic expansion and social adjustment in the areas from time to time designated by the Governor in Council as special areas, and that each party will undertake such appropriate measures as may be required for the implementation of such plans.

28. Canada will endeavour to provide to the Province financing for such Provincial and municipal works and facilities as are agreed to be beyond the financial resources of the Province and the municipalities concerned but necessary to the execution of such plans.

JOINT PLANNING COMMITTEE

29. (1) Canada and the Province will establish a Canada-Alberta Planning Committee to assist in fulfilling their obligations under Sections 26 to 28 inclusive of this Agreement.

(2) The functions of the Committee will be to advise the Ministers on, but not exclusively, the following:

(a) the identification of measures to facilitate economic expansion and social adjustment in the Province generally;

(b) the identification of possible special areas or the modification of the present special area, within the context of the development of the provincial economy;

(c) the need for, appropriate means, progress and results of consultations with the people of the special area or areas and with appropriate groups and agencies including federal and provincial departments and agencies that will facilitate the preparation and implementation of development plans and projects;

(d) the preparation of development plans for the special area or areas and the identification of measures, projects and works necessary for the execution of plans in special areas.

(3) The Committee shall be composed of representatives of Alberta and Canada jointly agreed by the Ministers.

GENERAL

30. The Province will indemnify and save harmless Canada from any and all claims and demands of third parties in any way arising out of the financing by Canada of the projects, except as such claims or demands relate to injury or loss attributable

to the act or negligence of any officer, employee or agent of Canada.

31. All construction work for the projects shall be subject to and carried out in accordance with labour conditions and standards to be agreed to by Canada and the Province.

32. The following conditions relevant to employment and the award of contracts shall apply in respect of all projects carried out under this Agreement;

(a) recruiting of labour shall be conducted through the Canada Manpower Centres, unless the Liaison Committee considers that the service cannot reasonably be provided;

(b) in the employment of persons on a project there shall be no discrimination by reason of race, sex, religion or political affiliation, but preference will be given to the recruitment of people resident in the special area.

33. In respect of all projects carried out under this Agreement, Canadian material and manpower will be used to the full extent to which it is procurable, consistent with proper economy and the expeditious carrying out of the project.

34. In the event of any dispute between the parties hereto on any question of law or fact arising out of this Agreement or the performance thereof, it shall be submitted to and determined by the Exchequer Court of Canada pursuant to the Exchequer Court Act of Canada.

35. The provision of financing by Canada and the Province under this Agreement is subject to Parliament and the Legislative Assembly of Alberta having provided funds for such financing in the fiscal year in which financing is to be provided.

AMENDMENTS

36. This Agreement, including Schedule "B" thereto, may be amended from time to time by the agreement of the Ministers expressed in writing, except that any amendment to Schedule "A" or Section 10 shall require the approval of the Governor in Council.

IN WITNESS WHEREOF, this Agreement has been executed on behalf of Canada by the Minister of Regional Economic Expansion and on behalf of the Province by the Chairman of the Alberta Human Resources Development Authority in the presence of

GOVERNMENT OF CANADA

Witness

Minister of Regional Economic
Expansion

GOVERNMENT OF ALBERTA

Witness

Chairman of the Alberta Human
Resources Development Authority.

Appendix F

In this appendix can be found a copy of the Second Special Area Agreement which was signed by representatives of both the federal and the provincial governments in 1971. It was in effect until March, 1975 and provided a resource base for the establishment of the CVC Program.

REGIONAL ECONOMIC EXPANSION CANADA
EXPANSION ÉCONOMIQUE RÉGIONALE CANADA

SECOND SPECIAL AREA AGREEMENT

GOVERNMENT OF CANADA
and
GOVERNMENT OF THE PROVINCE OF
ALBERTA

ALBERTA

SECOND FEDERAL-PROVINCIAL SPECIAL AREA AGREEMENT

THIS AGREEMENT made this 1st day of September, 1971

BETWEEN:

THE GOVERNMENT OF CANADA,
(hereinafter called "Canada"),

OF THE FIRST PART,

AND:

THE GOVERNMENT OF THE PROVINCE
OF ALBERTA, (hereinafter called
"the Province"),

OF THE SECOND PART.

THIS AGREEMENT is entered into on behalf of Canada by the Minister of Regional Economic Expansion and on behalf of the Province by the Chairman of the Human Resources Development Authority.

WHEREAS pursuant to section 24 of the Government Organization Act, 1969 of Canada, the Governor in Council, after consultation with the Province, has by Order in Council P.C. 1970-613 of the 8th day of April, 1970, as amended by Order in Council P.C. 1970-2108 of the 8th day of December, 1970, designated, for the period of April 1, 1970 to June 30, 1972, the area in the Province of Alberta described in Schedule "A" hereto attached, as a special area requiring special measures to facilitate economic expansion and social adjustment;

AND WHEREAS pursuant to section 26 of the said Act, the Minister of Regional Economic Expansion has, in co-operation with the Province, formulated a plan for economic expansion and social adjustment for the said special area, which has been approved by the Governor in Council by Order in Council P.C. 1970-613 of the 8th day of April 1970;

AND WHEREAS Canada and the Province entered into an Agreement dated the 13th day of May, 1970 (hereinafter referred to as the "First Special Area Agreement") to facilitate priority action which could be commenced in 1970 for the implementation of the said plan;

...

AND WHEREAS the Governor in Council has by Order in Council P.C. 1971-1200 of the 15th day of June, 1971 extended to March 31, 1975 the period of designation of the said special area and the period of application of the said plan, and this Agreement is intended to replace the First Special Area Agreement and to provide for the further implementation of the said plan during the period April 1, 1971 to March 31, 1975;

AND WHEREAS the Governor in Council by Order in Council P.C. 1971-1602 of the 3rd day of August , 1971 has authorized the Minister of Regional Economic Expansion to execute this Agreement on behalf of Canada;

AND WHEREAS the Lieutenant-Governor in Council has by Order in Council 1738/69 of the 23rd day of September , 1969 ~~19[illegible]1~~, authorized the Chairman of the Human Resources Development Authority to execute this Agreement on behalf of the Province;

NOW THEREFORE the parties hereto mutually agree as follows:

1. In this Agreement:

   (a) "Federal Minister" means the Minister of Regional Economic Expansion of Canada and includes anyone authorized to act on his behalf;

   (b) "Provincial Minister" means the Chairman of the Human Resources Development Authority or such other Minister as may be authorized by the Lieutenant-Governor in Council, and includes anyone authorized to act on his behalf;

   (c) "Ministers" means the Federal Minister and the Provincial Minister;

   (d) "First Special Area Agreement" means the above-mentioned Federal-Provincial Agreement of May 13, 1970;

   (e) "Joint Planning Committee" means the committee referred to in section 31 of this Agreement;

...

(f) "Liaison Committee" means the committee referred to in section 11 of this Agreement;

(g) "municipality" includes any local authority within the Province approved for the purposes of this Agreement by the Ministers;

(h) "present special area" means the area described in Schedule "A" attached hereto; and

(i) "term of this Agreement" means the period April 1, 1971 to March 31, 1975 inclusive.

SUBJECT MATTER

2. The Schedules attached to and forming part of this Agreement are:

Schedule "A": A map and legal description of the present special area.

Schedule "B": A list of projects and programs that the Province will endeavour to have carried out under this Agreement, based on contributions and loans made by Canada through the Department of Regional Economic Expansion.

Part I thereof consists of projects that were included in the First Special Area Agreement and have been transferred to this Agreement.

Part II consists of new projects.

Part III consists of programs for social adjustment.

Part IV consists of feasibility investigation and preliminary design projects.

Schedule "C": A General Program Outline, designed to explain the background to and the approach of this Agreement.

3. Canada will finance the projects and programs listed in Schedule "B" by contributions and loans to the extent and in the manner specified in the said Schedule.

...

4. The Province anticipates that the Provincial and municipal expenditures on capital works in the present special area apart from and in addition to the expenditures on projects in Schedule "B" attached hereto will amount to approximately $8.8 million in the period April 1, 1971 to March 31, 1972.

5. (1) Subject ~~to sub~~-section (4) the Province will undertake, either directly or through agencies of the Province, or will endeavour to arrange for the municipalities concerned to undertake, during the term of this Agreement, the projects and programs listed in Schedule "B".

(2) The Province or the municipality concerned, as the case may be, will acquire all lands and interests in lands that are required for the projects.

(3) The financing by Canada of the projects and programs provided for by this Agreement does not confer upon Canada any proprietary interest in the physical assets constructed or acquired pursuant to this Agreement, which shall be and remain the property of the Province or the municipality, as the case may be, which will take over each physical asset on completion of the project or program and will thereafter accept full responsibility for its operation, maintenance and repair, except where other Federal-Provincial arrangements may apply.

(4) Although the Province or the municipality concerned will let any contracts that may be necessary for the projects listed in Part IV of Schedule "B", the arrangements for the work shall require the prior approval of the Joint Planning Committee, as provided for in section 19(3), and performance of the work shall be under the general direction of a sub-committee of Federal and Provincial officials appointed jointly by the Co-Chairmen of the Joint Planning Committee and the Liaison Committee. When such a project has been completed, it will be the function of the Joint Planning Committee, in its annual review of Schedule "B" as mentioned in section 31, to recommend

...

to the Ministers what, if any, construction project should be added to Part II of Schedule "B". In the event that construction thereof is accepted for implementation under this Agreement, the 10% allowance provided for by section 8(1)(a)(ii) shall be reduced by the amount of the contribution made by Canada in respect of the cost of the feasibility investigation and preliminary design of the project. It is understood and agreed that nothing in this sub-section shall be deemed to imply any obligation by Canada or the Province to accept any such project for implementation.

6. It is understood and agreed that where a project or program mentioned in this Agreement is to be undertaken by a municipality, the Province will make such arrangements with the municipality as are necessary to enable the Province to implement its undertakings under this Agreement.

7. The Province will commence, or will endeavour to arrange for the municipalities concerned to commence, actual implementation during the term of this Agreement of all projects and programs listed in Schedule "B" that have not already been commenced. Unless the Federal Minister on the recommendation of the Liaison Committee otherwise agrees, Canada will not be responsible for any expenditures incurred after the deadline specified in Schedule "B" for the project or program concerned, nor will Canada pay any claim which is not received within twelve months after the said deadline.

8. (1) Subject to sub-sections (2) and (3), the costs to be financed or shared under this Agreement by Canada are:

(a) in respect of the projects, or portions thereof, listed in Parts I and II of Schedule "B":

(i) all direct costs, except administrative, survey, engineering and architecture costs, that in the opinion of the Liaison Committee have been reason-

...

ably and properly incurred after March 31, 1971 for the implementation of the projects by the Province or the municipality concerned, as the case may be; and

(ii) ten per cent (10%) of the costs payable pursuant to clause (i) of this paragraph (a), as an allowance towards all other costs, one-half of which allowance, based on the estimated cost of the project, and the adjusted remainder of which shall be paid with the final payment in respect of the implementation of the project; provided however that in the application of this clause (ii) to the projects listed in Part I of Schedule "B", each project shall be taken as a whole, and costs incurred under the First Special Area Agreement and amounts paid by Canada under paragraph (b) of sub-section (1) of section 8 of that Agreement shall, for the purpose of calculating the amount payable by Canada in respect of such project under this clause (ii), be taken into account as if they had been incurred or paid under this Agreement.

(b) in respect of the programs listed in Part III and the projects listed in Part IV of Schedule "B", the costs that, in the opinion of the Liaison Committee in the case of Part III and that of the Joint Planning Committee in the case of Part IV, have been directly, reasonably and properly incurred after March 31, 1971 for the implementation of the projects and programs by the Province or the municipality concerned, as the case may be, including, without limiting the generality of the foregoing, the salaries and travelling expenses of temporary and permanent employees of the Province or the municipality concerned, as the case may be, while directly engaged in the performance of the projects and programs.

...

(2) Costs incurred under the First Special Area Agreement before April 1, 1971 that have not been reimbursed by Canada by April 30, 1971 shall be reimbursed under this Agreement.

(3) The costs to be financed by Canada do not include any costs relating to the acquisition of lands or interests in lands, except where otherwise specified in Schedule "B", in which case the financing by Canada shall be entirely on a loan basis.

9. (1) Canada's obligation with respect to the financing of each project and program shall be limited to the estimated cost specified for such project or program in Schedule "B", unless the Federal Minister agrees, on the recommendation of the Liaison Committee, that a higher cost is reasonable and warranted, and that funds are available.

(2) If at any stage of a project or program it appears to the Province that the cost thereof will exceed the estimated cost specified for such project or program in Schedule "B", the Province shall promptly so inform the Liaison Committee and state the reasons for such increase.

10. Notwithstanding anything in this Agreement, the total amount payable by Canada under this Agreement shall not exceed:

(a) with respect to the projects listed in Part I of Schedule "B" the amount of $1,061,000 for contributions and the amount of $1,092,000 for loans, less the amounts paid by Canada to April 30, 1971 under the First Special Area Agreement;

(b) with respect to the projects listed in Part II of Schedule "B", the total of the amounts listed in said Part II plus 15% (unless otherwise indicated in Schedule "B"), that is to say, for contributions the amount of $2,633,000 and for loans the amount of $2,630,000;

(c) with respect to the programs listed in Part III of Schedule "B", the amount of $2,438,000 for contributions; and

...

(d) with respect to the projects listed in Part IV of Schedule "B", the amount of $15,375 for contributions.

LIAISON COMMITTEE

11.(1) The Liaison Committee established under the First Special Area Agreement and composed of an equal number of representatives of each party will be continued in existence under this Agreement to fulfil the responsibilities identified for it in this Agreement and to monitor and report on all stages of the planning, design and construction or implementation of the projects and programs listed in Schedule "B", except those listed in Part IV thereof, including matters related to the award of contracts at all stages.

(2) Canada and the Province agree to provide the said Liaison Committee with all information necessary for the performance of its functions.

LOANS

12.(1) Where financing by Canada of a project is wholly or partly on a loan basis, the Province will repay the loan to Canada, with interest, over the period specified for such loan in Schedule "B", which period (hereinafter referred to as the "amortization period"), shall in each case commence on the 31st day of March of the fiscal year in which the project is completed, such repayment to be made as follows:

(a) interest with respect to all payments made by Canada shall be calculated from, but not including the date of each payment, at the rate applicable at the time each payment is made, as determined by the Minister of Finance of Canada from time to time in respect of advances of funds provided to Crown Corporations by the Department of Finance; and interest not paid but accrued to the date of commencement of the amortization period shall be

...

capitalized as at said date and shall be added to the principal amount of each payment, and the total amount shall be deemed to be principal for the purposes of paragraphs (c) and (d);

(b) interest on the accrued interest as provided for in (a) above shall be calculated from the date of commencement of the amortization period at the rate applicable at the date of commencement of the amortization period, as determined by the Minister of Finance in respect of advances to Crown Corporations by the Department of Finance;

(c) the principal amount of each payment, including the accrued interest, shall be treated as a single sum and amortized at a rate of interest computed as a weighted average of all the rates borne by the said principal amounts, including the accrued interest; and

(d) at the end of each year of the amortization period, interest at the rate prescribed by paragraph (c) shall be payable on the unrepaid principal amount of the loan, together with such part of the unrepaid principal amount as will result in repayment of the principal amount and interest in equal annual instalments over the amortization period; provided, however, that the Province may repay the loan at any earlier time, without notice or bonus, by paying to Canada the unrepaid principal amount of the loan together with accrued interest to the date of such repayment.

(2) For the purpose of this Agreement, the date of completion of a construction project means the date when the Province or the municipality, as the case may be, accepts the project from the contractor; in all other cases, the date of completion of a project or program shall be that determined by the Liaison Committee, but unless the Federal Minister otherwise agrees,

...

shall not be later than the deadline specified in Schedule "B" for the project or program concerned.

13. Where the financing of a project or program by Canada is partly by way of contribution and partly by way of loan, each payment by Canada shall be deemed to be part contribution and part loan in the same ratio as specified for that project or program in Schedule "B", and interest on the loan portion shall be computed in accordance with section 12.

PAYMENT PROCEDURE

14.(1) Subject to section 15, payments by Canada shall be promptly made to the Province on the basis of progress claims setting out the costs actually incurred and paid for the project or program, submitted in a form and verified in a manner satisfactory to the Federal Minister.

(2) Although the costs for the programs listed in Part III of Schedule "B" are to be shared equally between Canada and the Province, Canada will make payments to the Province in respect of such costs incurred for each program in respect of each 25% of the estimated cost of the program, as follows: 80% of the first 25%; 60% of the second 25%; 40% of the third 25%; and 20% of the fourth 25%. At the end of the four-year period ending March 31, 1975 or when a program is terminated, whichever occurs first, a financial adjustment will be made between Canada and the Province so as to cause the total shareable cost of each program to be shared equally between Canada and the Province.

15.(1) In order to assist with the interim financing of projects and programs, Canada may, if the Province so requests, make interim progress payments to the Province not exceeding 90% of Canada's share of claims submitted, based on estimates of expenditures actually incurred as certified by a senior officer of the Province or the municipality, as the case may be.

...

(2) The Province will account for each such interim progress payment by submitting to Canada, within the following quarter, a detailed statement of the actual expenditures concerned, verified in a manner satisfactory to the Federal Minister. Any discrepancy between the amounts paid by Canada by way of interim progress payments and the amounts actually payable by Canada shall be promptly adjusted between Canada and the Province.

(3) If so requested by the Province, the Federal Minister may, at his discretion, following the award of a contract or the purchase or expropriation of lands with respect to a project under Parts I or II of Schedule "B", authorize an advance payment by Canada to the Province in an amount not exceeding 75% of Canada's share of the estimated amount payable under such contract, purchase or expropriation. Advances made under this sub-section will be accounted for by the Province by way of monthly progress claims submitted in the form and verified in the manner required under section 14.

(4) The Province shall remain obligated to account for interim progress payments or advance payments made by Canada under the First Special Area Agreement until all such payments have been fully accounted for.

16. The Province will make appropriate financial arrangements with the municipalities concerned in respect of payment for projects which it arranges for the municipalities to undertake.

RECORDS AND AUDIT

17. The Province will ensure that proper and accurate accounts and records relating to each project and program are maintained by the Province or the municipality, as the case may be, and the Province will be responsible for auditing and certifying the cost of the projects and programs for the purpose of progress claims in respect of projects and programs undertaken by municipalities.

...

18. Canada may audit the amounts of all progress claims, and the Provincial accounts and records relating thereto, including any progress claims made under the First Special Area Agreement that have not yet been audited by Canada, and any discrepancy between the amounts paid by Canada and the amounts actually payable by Canada under this Agreement or the First Special Area Agreement shall be promptly adjusted between Canada and the Province.

CONSTRUCTION AND IMPLEMENTATION PROCEDURE

19.(1) The financing by Canada of the projects listed in Parts I and II of Schedule "B" is conditional upon the observance of the following procedures:

(a) the preliminary design, costs estimates and evidence of adherence to relevant construction standards must be approved by the Liaison Committee before working drawings are commenced;

(b) final working drawings, specifications, final estimates and time schedules must be approved by the Liaison Committee;

(c) the tender documents must be approved by the Liaison Committee before tenders are called;

(d) a definition of the project for the purpose of identifying the work to be financed by Canada must be approved by the Liaison Committee;

(e) unless the Liaison Committee otherwise agrees, all construction, purchase and other contracts will be let pursuant to tenders invited by public advertisement;

(f) the tender package and advertisement for tenders in respect of each project shall state that: "This is a Canada Regional Development Project. Its construction is financed by (grants and/or loans, as the case may be), by the Department of Regional Economic Expansion

...

of the Federal Government, and it will be carried out in co-operation with the Province of Alberta" and (where relevant) "the municipality of "
or such other wording to the like effect as may be agreed by the Ministers;

(g) opening of all tenders shall be public and the Liaison Committee will be supplied with copies of each advertisement for tender, together with notice of the time and place for tender opening, in sufficient time to enable any member of the Liaison Committee or his representative to be present at all tender openings and to participate in the evaluation of tenders;

(h) all awards of contracts shall require the approval of the Liaison Committee and shall, unless the Liaison Committee otherwise agrees, be awarded to the responsible and responsive tenderer who submitted the lowest evaluated tender;

(i) all announcements of contract awards shall be made jointly by Canada and the Province or the municipality, as the case may be;

(j) all amendments to contracts shall require the approval of the Liaison Committee;

(k) any member of the Liaison Committee or his representative shall be permitted to inspect the project at all reasonable times for the purpose of verifying progress claims and obtaining any other information concerning the project which may be required by the Federal Minister or the Provincial Minister;

provided however that paragraphs (e), (h) and (j) of this subsection do not apply to contracts that involve only the administrative, survey, engineering or architecture costs referred to in section 8(1)(a)(i).

...

(2) The financing by Canada of the programs listed in Part III of Schedule "B" is conditional upon the observance of the following procedures:

(a) a definition of the specific activities to be undertaken under each program must be approved by the Liaison Committee for the purpose of identifying and authorizing the expenditures to be cost-shared by Canada;

(b) all awards of contracts and all amendments to contracts shall require the approval of the Liaison Committee;

(c) members of the Liaison Committee and their representatives shall have the same rights of inspection as are provided for by paragraph (k) of sub-section (1); and

(d) the provisions of paragraphs (f) and (i) of sub-section (1) shall be applied wherever in the opinion of the Liaison Committee it is practical and appropriate to do so.

(3) The financing by Canada of the projects listed in Part IV of Schedule "B" is conditional upon the prior approval by the Joint Planning Committee of the arrangements for the performance of the work.

(4) Contracts and purchases in respect of projects listed in Part I of Schedule "B" that have been made or approved under the First Special Area Agreement are hereby accepted as complying with the requirements of this section.

(5) Contracts and purchases made and work done prior to the date of this Agreement in respect of projects listed in Part II and programs listed in Part III of Schedule "B" are accepted as complying with the provisions of this section if they are approved in writing by the Federal Minister on the recommendation of the Liaison Committee.

20. Canada will supply, erect and maintain

(a) during the course of construction of each construction project, a project sign or signs specifying that it is

...

a Canada Regional Development Project financed by contributions and/or loans by the Department of Regional Economic Expansion of the Government of Canada (and any other Federal agency where relevant) and carried out in co-operation with the Province and (where relevant) the municipality concerned, or such other wording to the like effect as may be agreed to by the Ministers; and

(b) upon completion of each construction project, a permanent sign or plaque to the like effect.

21. Any official opening ceremony for each project will be arranged by the Federal Minister in co-operation with the Provincial Minister.

REGIONAL DEVELOPMENT INCENTIVES

22. The Federal Minister will utilize the authority of section 28 of the Government Organization Act, 1969, to make incentives available for commercial undertakings to the full extent that in his opinion will contribute effectively to economic expansion in the special area.

AGRICULTURAL AND RURAL DEVELOPMENT ACT

23. Canada and the Province, in utilizing their intended 1970-75 Agreement under the Agricultural and Rural Development Act will give priority to objectives for social adjustment and resource development or rationalization in the Province generally. In its determination of programs and projects under the ARDA Agreement, the Province will give particular priority to those which will complement the purposes of this Special Area Agreement.

OTHER PROGRAMS
FOR ECONOMIC EXPANSION AND SOCIAL ADJUSTMENT

24. Canada and the Province take note of their NewStart Agreement and of the Prairie Farm Rehabilitation Administration.

...

Related programs of these organizations will be carried out in co-ordination with this Agreement.

25. Canada and the Province take note of the proposed joint undertaking between the Prairie Farm Rehabilitation Administration and the Province to provide flood control works for the new residential area within the Town of Slave Lake.

26. Canada and the Province take note that the Prairie Farm Rehabilitation Administration will undertake during the first year of this Agreement, the preliminary design of a water system for the Town of High Prairie and that provision of an adequate water system is a matter of high priority for joint action in the following year.

27. Canada and the Province take note of the two studies that will be commissioned by the Joint Planning Committee and undertaken, during the term of this Agreement, by the Indian Association of Alberta and by the Métis Association of Alberta. These studies will examine the economic opportunities within the present special area that are directly related to Indian reserves and the Métis communities respectively.

28. Canada and the Province take note of the need for low-cost housing to enable disadvantaged people to take advantage of major employment opportunities in the present Special Area. The Ministers will, in collaboration with the Central Mortgage and Housing Corporation and the Alberta Housing Corporation, seek to develop a program to facilitate the provision and utilization of such housing.

FUTURE ARRANGEMENTS

29. Canada and the Province agree to consider jointly further plans designed to facilitate the realization of the potential for economic expansion and social adjustment in the present special area and to consider jointly also possible plans

...

with similar objectives for other areas that might from time to time be designated by the Governor in Council as special areas.

30. Canada will endeavour to provide the Province financing for such Provincial and municipal works and facilities as are agreed to be beyond the financial resources of the Province and the municipalities concerned but necessary to the execution of such plans.

JOINT PLANNING COMMITTEE

31.(1) The Canada-Alberta Joint Planning Committee established under the First Special Area Agreement and composed of representatives of Canada and the Province jointly agreed by the Ministers will be continued in existence under this Agreement to assist Canada and the Province in fulfilling their obligations under this Agreement, including those mentioned in sections 29 and 30.

(2) In addition to the functions specified elsewhere in this Agreement, the functions of the Committee will be to advise the Ministers on, but not exclusively, the following:

(a) the identification of measures to facilitate economic expansion and social adjustment in the Province generally;

(b) the identification of possible special areas or the modification of the present special area, within the context of the development of the provincial economy;

(c) the need for, appropriate means, progress and results of consultations with the people of the special area or areas and with appropriate groups and agencies including federal and provincial departments and agencies that will facilitate the preparation and implementation of development plans, programs and projects;

...

(d) the preparation of development plans for the special area or areas and the identification and definition of measures, programs and projects necessary for the execution of plans in special areas; and

(e) to conduct an annual review of Schedule "B" for the purpose of considering and recommending to the Ministers whether any new projects or programs should be added thereto or any other revisions thereof should be made.

(3) The Committee shall be composed of representatives of Canada and the Province jointly agreed by the Ministers.

GENERAL

32. Canada and the Province will from time to time during the term of this Agreement conduct joint evaluations under arrangements to be agreed to by the Ministers, for the purpose of assessing the extent to which the programs and projects being carried out under this Agreement are contributing to economic expansion and social adjustment; for the purposes of such evaluations each party will make available all relevant information.

33. The Province will indemnify and save harmless Canada from any and all claims and demands of third parties in any way arising out of the financing by Canada of the projects and programs except as such claims or demands relate to injury or loss attributable to the act or negligence of any officer, employee or agent of Canada.

34. All construction work for the projects shall be subject to and carried out in accordance with labour conditions and standards to be agreed to by Canada and the Province.

35. The following conditions relevant to employment and the award of contracts shall apply in respect of all programs and projects carried out under this Agreement.

(a) recruiting of labour shall be conducted through the Canada Manpower Centres, unless the Liaison Committee considers that the service cannot reasonably be provided;

(b) in the employment of persons on a program or project there shall be no discrimination by reason of race, sex, religion or political affiliation, but preference will be given to the recruitment of people resident in the special area.

36. In respect of all projects carried out under this Agreement, Canadian material and manpower will be used to the full extent to which it is procurable, consistent with proper economy and the expeditious carrying out of the project.

37. In the event of any dispute between the parties hereto on any question of law or fact arising out of this Agreement or the performance thereof, it shall be submitted to and determined by the Federal Court of Canada pursuant to the Federal Court Act of Canada.

38. The provision of financing by Canada and the Province under this Agreement is subject to Parliament and the Legislative Assembly of Alberta having provided funds for such financing in the fiscal year in which financing is to be provided.

AMENDMENTS

39. This Agreement, including the Schedules thereto, may be amended from time to time by the agreement of the Ministers expressed in writing, except that any amendment to the total amounts of $6,147,375 for contributions and $3,722,000 for loans specified in section 10 requires the approval of the

...

Governor in Council and any amendment to Schedule "A" may be made only in consequence of a change of special area designation made by the Governor in Council.

REVOCATION

40. The First Special Area Agreement, as amended, is hereby revoked and replaced by this Agreement, effective the date of this Agreement.

IN WITNESS WHEREOF, this Agreement has been executed on behalf of Canada by the Minister of Regional Economic Expansion and on behalf of the Province by the Chairman of the Human Resources Development Authority.

In the presence of

GOVERNMENT OF CANADA

Carmel Carriere
Witness

Minister of Regional Economic
Expansion

GOVERNMENT OF ALBERTA

Donovan Ross
Witness

Raymond A Speaker
Chairman of the Human Resources
Development Authority

SCHEDULE "A"

LEGAL DESCRIPTION OF "THE LESSER SLAVE LAKE SPECIAL AREA"

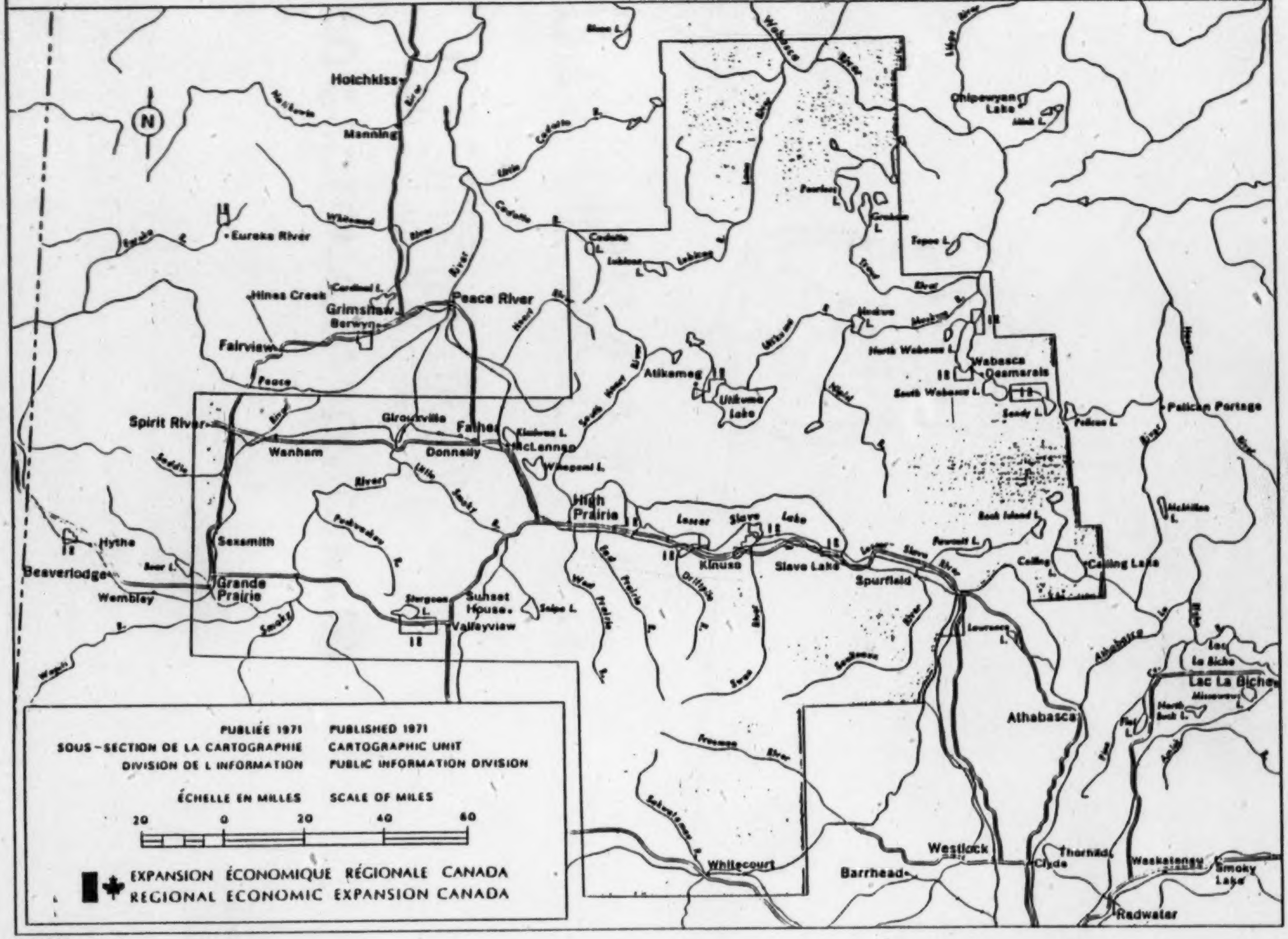
All that parcel or tract of land, situated, lying and being within the following described boundary in the Province of Alberta:

> "commencing at the south west corner of Township 59, Range 16, west of the 5th meridian; thence north along the range line to the south west corner of Township 69, Range 16; thence west along the township line to the south west corner of Township 69, Range 6, west of the 6th meridian; thence north along the range line to the north west corner of Township 79, Range 6, west of the 6th meridian; thence east along the township line to the north west corner of Township 79, Range 16, west of the 5th meridian; thence north along the range line to the north west corner of Township 86, Range 16; thence east along the township line to the south west corner of Township 87, Range 12, west of the 5th meridian; thence north along the range line to the north west corner of Township 94, Range 12; thence east along the township line to the north east corner of Township 94, Range 3, west of the 5th meridian; thence south along the range line to the north east corner of Township 84, Range 3; thence east along the township line to the north east corner of Township 84, Range 25, west of the 4th meridian; thence south along the range line to the north east corner of Township 81, Range 25; thence east along the township line to the north east corner of Township 81, Range 22, west of the 4th meridian; thence south along the range line to the north east corner of Township 73, Range 22; thence east along the township line to the north east corner of Township 73, Range 21, west of the 4th meridian; thence south along the range line to the south east corner of Township 71, Range 21;

...

thence west along the township line to its intersection with the left bank of the Athabasca River in Range 24; thence northerly, westerly and southerly along the said left bank to its intersection with the 5th meridian; thence south along the meridian to the south east corner of Township 70, Range 1, west of the 5th meridian; thence west along the township line to the said left bank of the Athabasca River; thence southerly along the said left bank to its intersection with the south boundary of Township 67, Range 2, west of the 5th meridian; thence west along the township line to the south east corner of Township 67, Range 8, west of the 5th meridian; thence south along the range line to the south east corner of Township 59, Range 8; thence west along the township line to the point of commencement."

LESSER SLAVE LAKE SPECIAL AREA ALBERTA
ZONE SPÉCIALE DU PETIT LAC DES ESCLAVES ALBERTA


N
Hotchkiss
Manning
Eureka River
Hines Creek
Cardinal L.
Grimshaw
Berwyn
Fairview
Peace River
Peace
Spirit River
Girouxville
Falher
McLennan
Donnelly
Wanham
Sexsmith
Hythe
Beaverlodge
Wembley
Grande Prairie
Sturgeon L.
Sunset House
Valleyview
High Prairie
Lesser Slave Lake
Kinuso
Slave Lake
Spurfield
Atikameg
Utikuma Lake
Wabasca
Desmarais
North Wabasca L.
South Wabasca L.
Sandy L.
Chipewyan Lake
Pelican Portage
Pelican L.
Calling Lake
Athabasca
Lac La Biche
Westlock
Barrhead
Whitecourt
Thorhild
Clyde
Waskatenau
Smoky Lake
Radway
PUBLIÉE 1971
SOUS-SECTION DE LA CARTOGRAPHIE
DIVISION DE L INFORMATION
PUBLISHED 1971
CARTOGRAPHIC UNIT
PUBLIC INFORMATION DIVISION
ÉCHELLE EN MILLES
SCALE OF MILES
20
0
20
40
60
EXPANSION ÉCONOMIQUE RÉGIONALE CANADA
REGIONAL ECONOMIC EXPANSION CANADA

70-2255

SCHEDULE "B" (Page 1 of 4)

PART I - PROJECTS FINANCED BY CANADA AND TRANSFERRED FROM THE FIRST SPECIAL AREA AGREEMENT

Project Description	Total Estimated Cost* ($'000)	DREE Ratio of Contributions to Loans	Expected DREE Payments 1970-71 ($'000)			Maximum DREE Funding 1971-72 ($'000)			Balance of DREE Funding ($'000)	Deadline for Completion of Project	Amortization Period (Years)
			Contributions	Loans	Total	Contributions	Loans	Total			
LESSER SLAVE LAKE SPECIAL AREA											
1. Water System The design and construction of the first phase of a water system to serve up to 5,000 people in the Town of Slave Lake. This phase consists of a one million gallon storage reservoir located south of Slave Lake, together with (approximately) 11,400 lineal feet of 10" diameter pipe and (approximately) 1,200 lineal feet of 8" diameter pipe (with appurtenances).	294	40:60	80	120	200	38	56	94	-	Sept. 30/71	25
2. Sewer System The design and construction of a sewer system to complement and upgrade the present system to serve a population of 5,000 people in the Town of Slave Lake. This project will consist of two lift stations; (approximately) 950 lineal feet of 12" diameter sanitary sewer and appurtenances; (approximately) 1,650 lineal feet of 10" diameter and (approximately) 2,300 lineal feet of 8" diameter force main and appurtenances; and lagoon sewage treatment facilities consisting of three settlement basins and one aerated lagoon. Federal financing for approximately two-thirds of the pro-											

SCHEDULE "B"

(Page 2 of 4)

PART I - PROJECTS FINANCED BY CANADA AND TRANSFERRED FROM THE FIRST SPECIAL AREA AGREEMENT

Project Description	Total Estimated Cost*	DREE Ratio of Contributions to Loans	Expected DREE Payments 1970-71			Maximum DREE Funding 1971-72			Balance of DREE Funding	Deadline for Completion of Project	Amortization Period (Years)
LESSER SLAVE LAKE SPECIAL AREA	($'000)		Contributions	Loans ($'000)	Total	Contributions	Loans ($'000)	Total	($'000)		
2. Continued ject will be a loan from CMHC. The amount shown represents the DREE share only. The Province will assign priority to Slave Lake, within the funds allocated by CMHC for sewage treatment loans, in the Province of Alberta during the term of this Agreement.	114	100:0	114	-	114	-	-	-	-	June 30/72	-
3. Mitsue Lake Industrial Park The design and development of a 1,400 acre industrial park location at Mitsue Lake for new industries requiring large sites. This will include the construction of approximately one mile of rail road spur line (the first phase of a required 2.56 mile railroad spur line); a standby emergency water system consisting of a four million gallon storage reservoir, metering station, service pumphouse, (approximately) 4,000 lineal feet of 8" diameter water line and appurtenances, and a pumphouse access road; a natural gas supply line consisting of approximately 3,000 lineal feet of 4" diameter gasline.	220	0:100	-	169	169	-	51	51	-	June 30/72	20

SCHEDULE "B"

(Page 3 of 4)

PART I - PROJECTS FINANCED BY CANADA AND TRANSFERRED FROM THE FIRST SPECIAL AREA AGREEMENT

Project Description LESSER SLAVE LAKE SPECIAL AREA	Total Estimated Cost* ($'000)	DREE Ratio of Contributions to Loans	Expected DREE Payments 1970-71 Contributions	Expected DREE Payments 1970-71 Loans ($'000)	Expected DREE Payments 1970-71 Total	Maximum DREE Funding 1971-72 Contributions	Maximum DREE Funding 1971-72 Loans ($'000)	Maximum DREE Funding 1971-72 Total	Balance of DREE Funding ($'000)	Deadline for Completion of Project	Amortization Period (Years)
4. Slave Lake Bypass Road											
The design and construction of approximately 3.1 miles of RAU 70 road to connect Provincial Highway No. 2 to the northern road system as a bypass east of the Town of Slave Lake.	282	50:50	-	-	-	141	141	282	-	Sept. 30/71	20
5. Slave Lake Public Schools											
Phase I. The design, construction and equipping of a new public elementary school consisting of eight classrooms, gymnasium, and administrative area to accommodate approximately 200 pupils to be located in the present developed area of the Town of Slave Lake.	360	50:50	159	159	318	21	21	42	-	Aug. 31/71	25
Phase 2. The design, construction and equipping of a centre core for a new public high school to be built in the new subdivision of the eastern part of the Town of Slave Lake. The school will consist mainly of science, home economics and industrial arts laboratories that will double as teaching stations. Four classrooms will be provided as well as an administrative area, gymnasium and library.	526	50:50	203	203	406	60	60	120	-	Aug. 31/71	25

SCHEDULE "B" (Page 4 of 4)

PART I - PROJECTS FINANCED BY CANADA AND TRANSFERRED FROM THE FIRST SPECIAL AREA AGREEMENT

Project Description	Total Estimated Cost* ($'000)	DREE Ratio of Contributions to Loans	Expected DREE Payments 1970-71 ($'000)			Maximum DREE Funding 1971-72 ($'000)			Balance of DREE Funding ($'000)	Deadline for Completion of Project	Amortization Period (Years)
LESSER SLAVE LAKE SPECIAL AREA			Contributions	Loans	Total	Contributions	Loans	Total			
6. Grouard Vocational Training Centre											
The design, reconstruction and equipping of a 45 family-unit apartment building which is being converted from a 110 unit student dormitory, and the equipping of some vocational classrooms.	110	50:50	9	9	18	46	46	92	-	Mar. 31/72	5
7. Wabasca Vocational Training Centre											
The equipping of the 12,000 square foot Wabasca Vocational Training Centre, and some design and construction involved in modifying the existing classrooms.	56	50:50	-	-	-	28	28	56	-	June 30/72	5

* Estimated cost of projects includes (a) direct costs; (b) 10 per cent allowance; and (c) loans for purchase of land where relevant.

SCHEDULE "B"

(Page 1 of 5)

PART II - PROJECTS TO BE FINANCED BY CANADA AND STARTED IN 1971-72

Project Description	Estimated Total Cost of Project Including: (a) direct cost (b) 10% allowance (c) loans for purchase of land where relevant ($'000)	DREE Ratio of Contributions to Loans	Maximum DREE Funding 1971-72 ($'000)			Balance of DREE Funding ($'000)	Deadline For Completion of Project	Amortization Period (Years)
LESSER SLAVE LAKE SPECIAL AREA			Contributions	Loans	Total			
1. Water Treatment Facility - Slave Lake The design, construction and connection to the existing distribution system of a 350 IGPM-capacity water treatment facility for clarification, chlorination and iron removal. This facility will serve the town with a population of up to 5,000 people. In the design of the facility, provision will be made to accommodate possible water softening and treatment expansion at a future date.	242	50:50	60	60	120	122	Jan. 31/73	25
2. Servicing of Land for Commercial and Light Industrial Use - Slave Lake The design and construction of extensions to the existing water and sewer systems to service approximately 150 acres of land for commercial and light industrial use in the southwest portion of the town. This will include:								

SCHEDULE "B"

(Page 2 of 5)

PART II - PROJECTS TO BE FINANCED BY CANADA AND STARTED IN 1971-72

Project Description	Estimated Total Cost of Project Including: (a) direot cost (b) 10% allowance (c) loans for purchase of land where relevant ($'000)	DREE Ratio of Contributions to Loans	Maximum DREE Funding 1971-72 ($'000)			Balance of DREE Funding ($'000)	Deadline For Completion of Project	Amortization Period (Years)
LESSER SLAVE LAKE SPECIAL AREA			Contributions	Loans	Total			
2. Continued								
(a) water feeder main looping with a capacity of 1,100 IGPM; and	100	100:0	100	-	100	-	Dec. 31/71	-
(b) two trunk sewers with individual capacities of 570 IGPM and 350 IGPM and the reconditioning of a lift station.	210	60:40	126	84	210	-	Dec. 31/71	25
3. Mitsue Lake Industrial Park								
The second phase in the development of a park which will include the design and upgrading to RCU 50 standards of approximately 3 miles of road to and within the park, a rail spur extension of approximately one mile, and an extension of the industrial park water system.	216	0:100	-	216	216	-	Feb. 28/72	10

SCHEDULE "B"

(Page 3 of 5)

PART II - PROJECTS TO BE FINANCED BY CANADA AND STARTED IN 1971-72

Project Description	Estimated Total Cost of Project Including: (a) direct cost (b) 10% allowance (c) loans for purchase of land where relevant ($'000)	DREE Ratio of Contributions to Loans	Maximum DREE Funding 1971-72 ($'000)			Balance of DREE Funding ($'000)	Deadline For Completion of Project	Amortization Period (Years)
LESSER SLAVE LAKE SPECIAL AREA			Contributions	Loans	Total			
4. Sewage Treatment System - High Prairie								
The improvement and expansion of the sewage treatment system in High Prairie. This will include the design and construction related to:								
(a) a new sewage lagoon cell which will increase the total holding capacity of the system to 9 MCF of sewage; and	20	100:0	20	-	20	-	Mar. 31/72	-
(b) upgrading of the main pumping station at 58th Avenue and laying of a new 8" force main so that the capacity of the system will be increased to 900 USGPM.	16	100:0	16	-	16	-	Mar. 31/72	-
Federal financing for approximately two-thirds of the project will be a loan from CMHC. The amount shown represents the DREE share only. The Province will assign priority to High Prairie, within the funds allocated by CMHC for								

SCHEDULE "B"

(Page 4 of 5)

PART II - PROJECTS TO BE FINANCED BY CANADA AND STARTED IN 1971-72

Project Description LESSER SLAVE LAKE SPECIAL AREA	Estimated Total Cost of Project Including: (a) direct cost (b) 10% allowance (c) loans for purchase of land where relevant ($'000)	DREE Ratio of Contributions to Loans	Maximum DREE Funding 1971-72 ($'000)			Balance of DREE Funding ($'000)	Deadline For Completion of Project	Amortization Period (Years)
			Contributions	Loans	Total			
4. Continued								
sewage treatment loans, in the Province of Alberta during the term of this Agreement.								
5. Drainage Project - High Prairie								
The design and construction, outside the southeast boundary of the town, of approximately 5,000 feet of drainage ditch for the reduction of flooding.	20	100:0	20	-	20	-	Dec. 31/71	-
6. Opportunity Information Centres								
The construction or purchase and equipping of six centres for use in conjunction with the social adjustment programs of outreach, general guidance, upgrading and training.	254	50:50	127	127	254	-	Mar. 31/72	10
7. Low-Cost Housing								
The design and initiation, in collaboration with the CMHC, of viable means of providing low-cost housing to residents of								

SCHEDULE "B" (Page 5 of 5)

PART II - PROJECTS TO BE FINANCED BY CANADA AND STARTED IN 1971-72

Project Description LESSER SLAVE LAKE SPECIAL AREA	Estimated Total Cost of Project Including: (a) direct cost (b) 10% allowance (c) loans for purchase of land where relevant ($'000)	DREE Ratio of Contributions to Loans	Maximum DREE Funding 1971-72 ($'000)			Balance of DREE Funding ($'000)	Deadline For Completion of Project	Amortization Period (Years)
			Contributions	Loans	Total			
7. Continued								
major service centres within the special area. The Province will contribute an equal amount.	20	100:0	20	-	20	-	Mar. 31/72	-
8. Northern Industrial Road								
The survey, design, upgrading and construction of 151 miles of road to RCU-60-228 standard from mile 3 at a point near Slave Lake, to mile 154. This represents the entire DREE financing for the road. This project does not qualify for a further 15 per cent increase in assistance as would otherwise be available under section 10(b) of the Agreement.	4,000	50:50	320	320	640	3,360	Mar. 31/75	20

SCHEDULE "B"

(Page 1 of 3)

PART III - PROGRAMS TO BE JOINTLY FINANCED BY CANADA AND ALBERTA AND STARTED IN 1971-72

Program Description	Estimated Total Cost of Program ($'000)	Estimated DREE Contribution	Maximum DREE Contribution 1971-72 ($'000)	Maximum DREE Contribution Balance ($'000)	Deadline for Completion of Program
LESSER SLAVE LAKE SPECIAL AREA					
1. Outreach and General Guidance					
The staffing and operation of outreach and general guidance programs directed particularly at that part of the population resident in the outlying and isolated communities. Most of the outreach and general guidance programs (as well as the upgrading and training programs described below) will be staged from the opportunity information centres as provided for above in Schedule "B" under Part II. Half the total program cost will be paid by the Province, in accordance with the payment procedure set out in Section 14(2).	1,700	850	300	550	Mar. 31/75
2. Opportunity Corps					
The staffing, operation and equipping of programs which provide on-site work experience, life and industrial skills, training and counselling in activities associated with the industrial, commercial and infrastructural development of the special area. Examples of these programs include experience in and training for woodcutting operations, road and light construction, sawmill and planer operations, and house building. Half the total program cost will be paid by the Province, in accordance with the payment procedure set out in Section 14(2).	1,600	800	400	400	Mar. 31/75
3. Upgrading and Training					
The staffing and operation of various upgrading and training programs that will complement programs available from Canada Manpower. Included will be courses in basic education, pre-vocational training and vocational training. Also there will					

SCHEDULE "B" (Page 2 of 3)

PART III - PROGRAMS TO BE JOINTLY FINANCED BY CANADA AND ALBERTA AND STARTED IN 1971-72

Program Description	Estimated Total Cost of Program ($'000)	Estimated DREE Contribution	Maximum DREE Contribution 1971-72 ($'000)	Maximum DREE Contribution Balance ($'000)	Deadline for Completion of Program
LESSER SLAVE LAKE SPECIAL AREA					
3. Continued					
be a life-skills component in courses as required. Half the total program cost will be paid by the Province, in accordance with the payment procedure set out in Section 14(2).	600	300	100	200	Mar. 31/75
4. Family Opportunity Investigations					
The staffing and operation of a program which will provide assistance to labour force members enabling them and their spouse to examine, for one or two days, and receive counselling, the place in which employment is planned. This program will complement the mobility program of Canada Manpower. Half the total program cost will be paid by the Province, in accordance with the payment procedure set out in Section 14(2).	128	64	8	56	Mar. 31/75
5. Productivity Upgrading					
The staffing and operation of a program under which people are placed in permanent jobs, training is provided, and wages are shared for the duration of the training period with the employer. This program will complement the training-in-industry program of Canada Manpower. Half the total program cost will be paid by the Province, in accordance with the payment procedure set out in Section 14(2).	500	250	40	210	Mar. 31/75

SCHEDULE "B"

(Page 3 of 3)

PART III - PROGRAMS TO BE JOINTLY FINANCED BY CANADA AND ALBERTA AND STARTED IN 1971-72

Program Description	Estimated Total Cost of Program ($'000)	Estimated DREE Contribution	Maximum DREE Contribution 1971-72 ($'000)	Maximum DREE Contribution Balance ($'000)	Deadline for Completion of Program
LESSER SLAVE LAKE SPECIAL AREA					
6. Retention					
The staffing, equipping and operation of programs to provide close support for those who have moved to the growth centres by assisting in overcoming family and work related programs through counselling, child care and assistance to employers for their work integration. Half the total program cost will be paid by the Province, in accordance with the payment procedure set out in Section 14(2).	348	174	42	132	Mar. 31/75

SCHEDULE "C"

LESSER SLAVE LAKE SPECIAL AREA: GENERAL PROGRAM OUTLINE

Background

The Lesser Slave Lake Special Area, like most of Northern Alberta, is fundamentally dependent on resource-based industries for its economic progress. Until recently, that sector has been able to sustain only a moderate rate of economic growth.

The population of the special area, which now is approximately 53,000, has been growing rapidly because of high birth rates. It is expected to continue to increase at a rapid pace, particularly given the large number of people now in or entering the family-creating age groups. The result of considerable population growth, combined with only moderate economic progress, has been high levels of unemployment and under-employment, particularly in the central and northern parts of the special area where a population of about 16,000 is dispersed among a number of communities.

It is presently anticipated that many of the employment problems of the special area can be resolved through new jobs that are being generated as a result of developments in the forestry sector. Tourism may also become a significant, although seasonal, generator of incomes.

A main problem will be to ensure that new employment emerging in the special area is readily accessible to the many severely disadvantaged people of the area.

A second concern must be to enable the growing centres (particularly the Towns of Slave Lake and High Prairie - current populations of 2,100 and 2,500 respectively), to accommodate the influx of population. The situation is particularly severe in Slave Lake where considerable job expansion has already occurred and more is anticipated in the future.

...

Outline

The Canada-Alberta Joint Planning Committee has come to the conclusion that the key goal for the area, given its prospects and problems, must be to enhance the economic and social situation of the people in the area and to ensure that they have access to employment opportunities.

To this end, the federal and provincial governments will make use of their industrial incentives programs in the special area to increase the number of productive jobs, of which some 1,800 are already attributable, either directly or indirectly, to both programs. The future emphasis of the provincial incentives program will be in the western and southern extremities of the special area. The federal government will give attention to major developments in that area but will place emphasis on that portion of which the Towns of Slave Lake and High Prairie are centres.

The Town of Slave Lake, a main distribution centre for the area, is expected to grow rapidly during the next few years, largely because of the new employment being generated. High Prairie, a major agricultural service centre for the central part of the special area, is also expected to experience growth.

Both, because of their importance to the industrialization and urbanization of the special area and because of their limited fiscal capacity, require assistance with necessary growth-related infrastructure developments. The key elements required for growth, some of which have been provided for under the first agreement, are water and sewer facilities for industrial and residential growth, education facilities to enable them to serve their own citizens and those of the surrounding area, and adequate low-cost housing for incoming disadvantaged people who wish to take advantage of the new employment opportunities.

...

Much of the infrastructure required for the anticipated doubling of the population of Slave Lake has been provided for in the First Agreement. Additional projects provided for in the second Agreement consist of a water treatment facility, the servicing of a new commercial and light industrial area, and the provision of additional servicing in the Mitsue Lake Industrial Park. Preliminary design of a surface drainage system for the town will also be undertaken.

In order to provide and improve access to services and jobs for disadvantaged people in the northern part of the special area, the Agreement provides for federal sharing with the Province in the cost of the Northern Industrial Road, stretching 154 miles north from the Town of Slave Lake. The road is expected to make a major contribution to both economic expansion and social adjustment.

Lack of an adequate water supply has inhibited the growth of the Town of High Prairie and a major study, intended to lead to priority action next year, is to be undertaken by the Prairie Farm Rehabilitation Administration. Work on a sewage treatment system and a drainage project are to go forward this year. Preliminary design studies will be carried out for an industrial park and a new residential subdivision.

Funds are to be provided, on an experimental basis, for the initiation and development of low-cost housing needs associated with rapid growth and employment.

In order to enable the disadvantaged people of the special area to take advantage of the opportunities being opened up for them, a broad spectrum of social adjustment programs will be initiated. Jointly funded on a four-year basis, they will provide for outreach, counselling, upgrading, and vocational and productivity training measures supplementary to those of Canada Manpower and existing provincial programs. An exploratory visits program

...

to acquaint people with the nature of opportunities and life in the centres of growth, and programs to facilitate the retention of productive employment once gained will also be established.

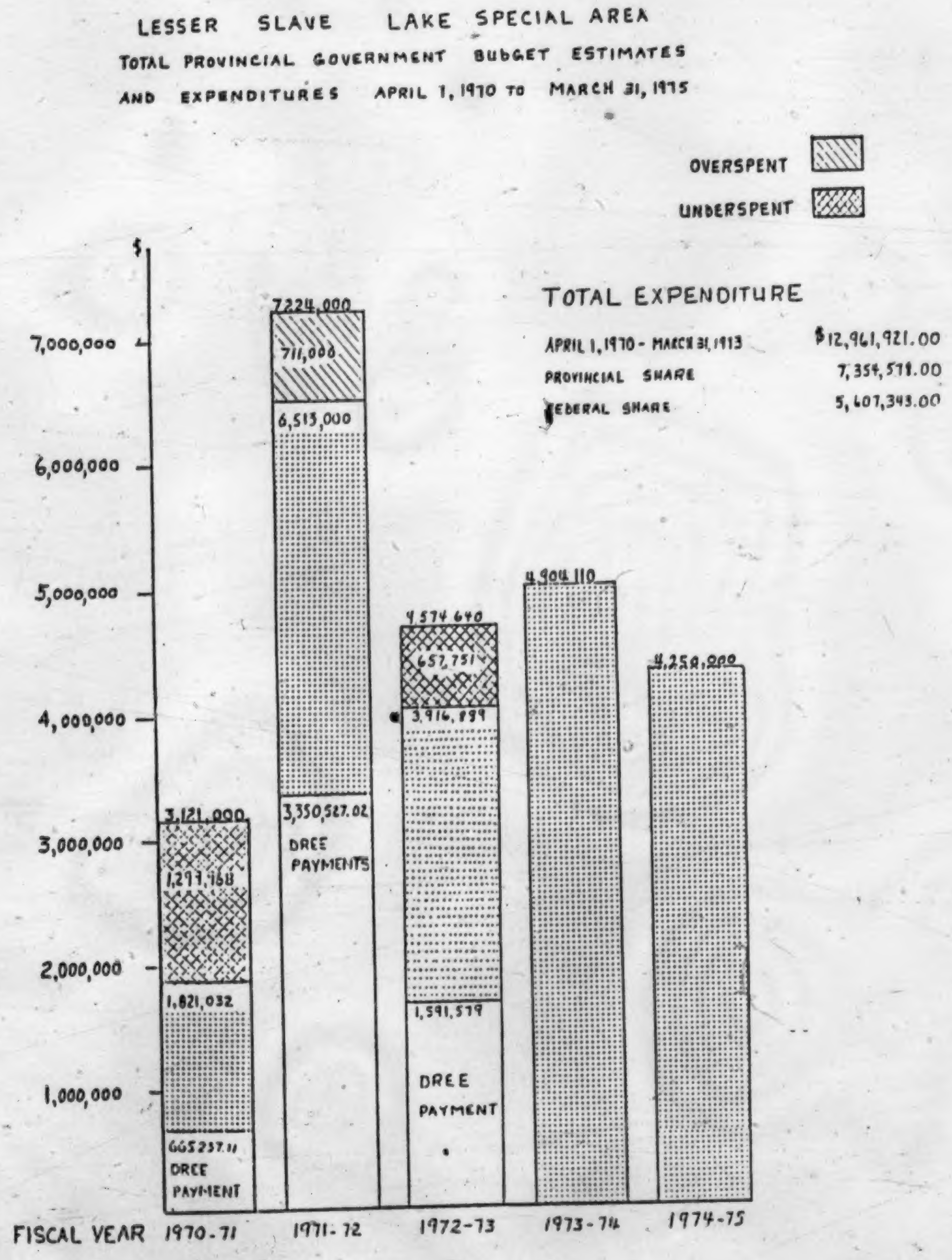
These programs will later be supplemented by another social adjustment program designed to ensure effective access to low-cost housing in areas of major new job opportunities.

Provision will be made for an investigation of other growth opportunities and needs in the special area, to be carried out in conjunction with the Indian and Métis communities, in a separate agreement.

Appendix G

In this appendix can be found the provincial budget estimates for the duration of the special area agreements for the Lesser Slave Lake area. Distribution of funds is included in the second part of this three-page appendix.

Appendix G-1

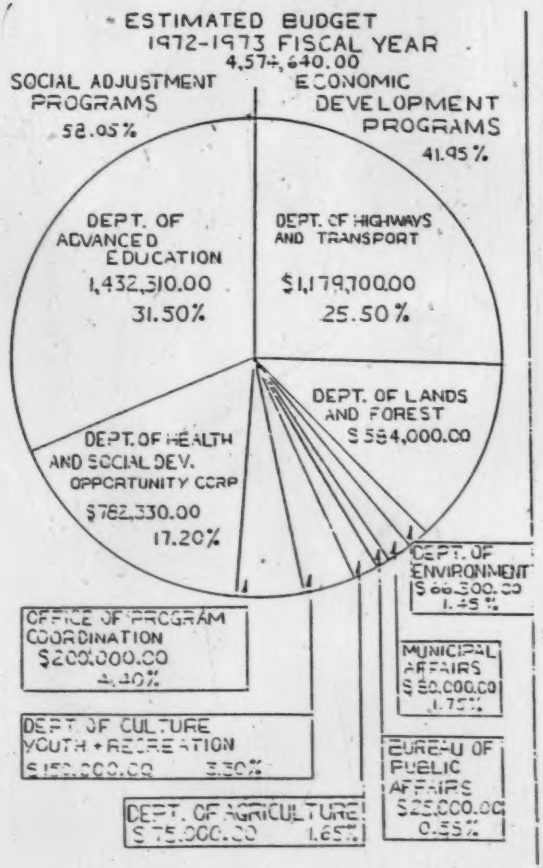


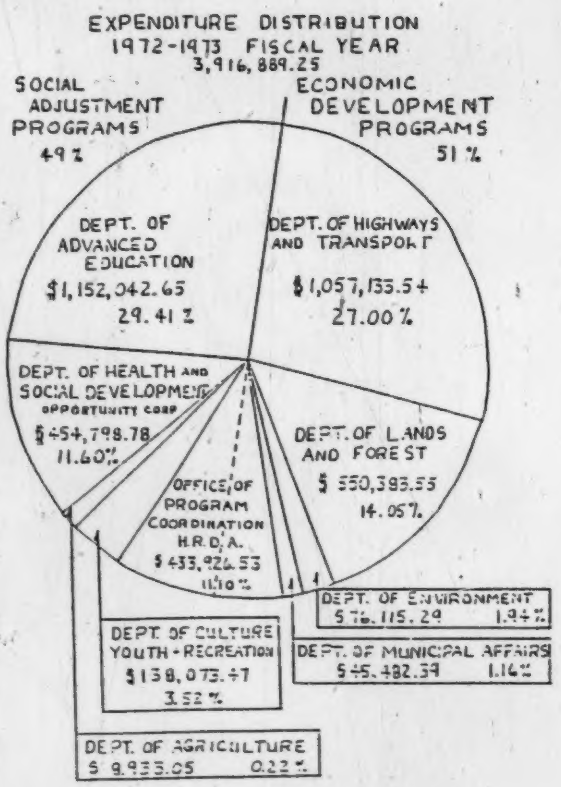
SOURCE: HRDA Office of Program Coordination; 1972-73 Annual Report - Lesser Slave Lake Special Area; Slave Lake, 1973

Appendix G-2

FINANCIAL REPORT 1972-73

LESSER SLAVE LAKE SPECIAL AREA

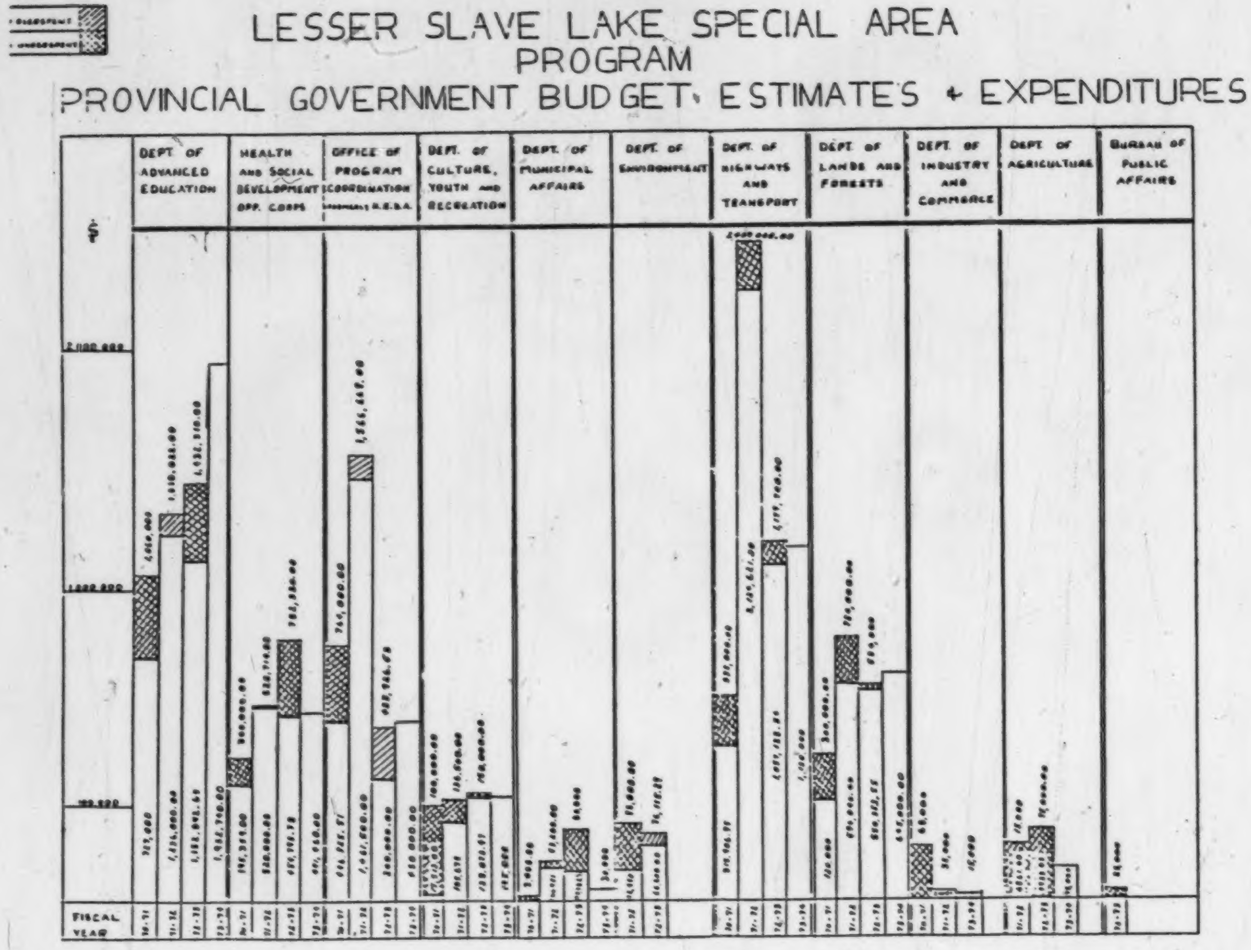




SOURCE: HRDA Office of Program Coordination; 1972-73 Annual Report - Lesser Slave Lake Special Area; Slave Lake, 1973

Appendix G-3

1972-73 BUDGET ESTIMATE
AND EXPENDITURES



SOURCE: HRDA Office of Program Coordination; 1972-73 Annual Report - Lesser Slave Lake Special Area; Slave Lake, 1973

Appendix H

In this appendix can be found a copy of the schedules of the Canada-Alberta Interim Subsidiary Agreement which was signed by the federal Minister of Regional Economic Expansion and the provincial Minister of Federal and Intergovernmental Affairs. This Agreement was signed in 1975 under the terms of the General Development Agreement of 1974. Activities outlined in these schedules affected programming of the CVC's.

SCHEDULE "A" TO THE
CANADA-ALBERTA INTERIM SUBSIDIARY AGREEMENT
ON ALBERTA NORTH

1. INTRODUCTION

This Schedule outlines the strategy to be pursued during the period while a longer-term socioeconomic development agreement is being developed. The strategy makes provision for a joint governmental research and planning process which, with the involvement of the people of the north, may lead to a more comprehensive longer-term socioeconomic development agreement. It also sets out a broad range of current developmental activities, some of which are based on new initiatives, others to enhance existing programs, but all intended to alleviate recognized problems confronting the people living in Northern Alberta.

2. SUMMARY OF CIRCUMSTANCES

Northern Alberta is a region which presents a sharp contrast to the southern part of the Province in terms of: population density and distribution; standard of living; sources and levels of income; and the role played by various segments of the population in the social and economic life of the Province. One important aspect of Alberta's economic and social structure is the degree to which people in the north do not enjoy the same opportunities for productive employment, or access to a variety of other opportunities that are available in other areas.

Two concurrent forces are bringing these differences to the attention of the people of the north. The first is the increased comparison being made between northern communities themselves and with centres in the south. The second is the advent of large economic development projects currently being undertaken or which are proposed for the region.

Northern Alberta is at a critical stage in its development both in terms of planning the future utilization of its vast resources and in the need to devise innovative processes by which people indigenous to the region can meaningfully participate in its development. Current and projected major developments in oil extraction and processing, agriculture, mining, forestry, transportation, tourism, and the service industries will have a substantial economic and social impact on the region.

Rapid growth in the north does not by itself ensure that the quality of life of the people of the north will be improved. Indeed, without a special effort, it is entirely possible that major petroleum, timber, and other developments in the region could pass them by. Though these developments will provide economic opportunities, these opportunities will in many cases require technical and social skills that are not presently developed in the local population.

A number of regular training opportunities directed at upgrading the technical and trade skills of the participants have been offered in the region. Experience indicates that such training and development experiences must go beyond the transmission of technical and trade skills, to provide the students with a better understanding of how their physical and socio-cultural environment will be affected by future developments in the region.

Many people in the region live under comparatively harsh physical conditions. Inadequate accommodation, lack of a potable water supply, and unacceptable waste disposal systems contribute to poor mental and physical health. The lack of physical access and effective communication facilities lead to inadequate knowledge, and make it almost impossible for people to participate in and to cope with a rapidly changing environment.

The problems inherent in the foregoing are social and cultural as well as economic. A comprehensive remedial strategy is required to combat these problems. The necessary approach calls not only for the identification and pursuit of ameliorative measures concerned with income, jobs, housing, education, health, and recreation, but also with attitude change, expansion of related social skills, and human adjustment.

3. PURPOSE AND OBJECTIVES

The purpose of this Agreement is to undertake the planning required to formulate and negotiate a longer-term development strategy for Northern Alberta, and to undertake certain programs and projects which can be immediately identified as integral parts of any longer-term development strategy and which may, at some later date, be included under a longer-term Subsidiary Agreement.

Within the context of the overall objectives and strategy of the GDA, the broad objectives for Northern Alberta are:

(a) to provide options and opportunities for the people of Northern Alberta to contribute to and participate in the development of the region; and

(b) to initiate those social and cultural amenities, community infrastructure improvements and services required to enable the people of Northern Alberta to actively participate in northern development.

4. STRATEGY

To pursue the objectives stated in section 3, Canada and the Province will seek to achieve a coordinated application of relevant federal and provincial policies and programs through the continuing identification of development opportunities and by assistance in their realization, including the creation of specialized measures as required.

5. AREAS OF ACTIVITY

To pursue the preceding objectives, consideration will be given to a range of initiatives focused on life improvement and community services, community economic development, and communication services. The planning and implementation of the broad range of programs required to meet these objectives necessitates the coordinated actions of a large number of government agencies, working in consultation with the people of Northern Alberta. While some time will be required to work out all the arrangements necessary to formulate a longer-term approach, a range of activities can be undertaken immediately. These activities will include the means necessary:

(a) to ensure that the needs, priorities, objectives, and aspirations of the people of Northern Alberta are considered in the development of relevant and effective policies, programs, and special measures;

(b) to implement those developmental activities and coordinate those programs which will support new initiatives, supplement current programs, assist in long-range planning, and develop implementation capability; and

(c) to provide a framework for possible development of a longer-term Alberta North Subsidiary Agreement.

The following outline is intended to provide the general framework within which individual programs and projects will be considered for approval by the Joint Committee within the sector cost estimates presented in Schedule "B".

SECTOR 1: LIFE IMPROVEMENT AND COMMUNITY SERVICES

Programs in this sector are intended to provide the social, cultural, and physical environment required to assist individuals, families, and communities to take advantage of the development opportunities available to them.

Program 1.1: Life Improvement

The objective of this program is to provide opportunities for northern people to improve their quality of life. It is designed to enrich existing programs and put into place those new initiatives required to improve and provide new options for northern residents to acquire the life and other skills they require to achieve their objectives.

It is agreed that, during the period to which this Agreement applies, the appropriate authorities of each government will work toward the development of a comprehensive life improvement program for the area covered by the Alberta North Agreement, utilizing the programs of Canada Manpower, and in keeping with the overall concepts of the proposed Community Employment Strategy. It is understood that the program developed during this Agreement would be considered for application in any longer-term agreement pertaining to the same area and, to the extent possible, during the lifetime of this Agreement.

Project 1.1.1: Opportunity Corps

Pending the development of the comprehensive life improvement program noted above, the Opportunity Corps is intended to supplement existing employment support and adjustment programs by providing a special vehicle for those people who have environmental, social, or personal liabilities which prevent them from participating in northern development opportunities.

Project activities will provide for development of personal and family capabilities, life adjustment skills, counselling, and work experience. These will be provided by specially designed programs intended to provide services not presently available through Canada Manpower or other related government programs.

Project 1.1.2: Mobile Education Centre -
Oil Sands Area.

The construction phase of the oil sands developments will take place over many years. For one project alone, there will be an estimated Work force of 2,800 of which about 500 will require academic assistance and theory training programs in order to bring them up to the entrance requirements for trades apprentices.

This project will provide the funds required to determine the feasibility of locating a mobile training centre near the oil sands developments and, if the centre is feasible, for the engineering design.

Program 1.2: Community Extension

Projects under this program will assist unorganized northern communities to establish the social programming and the facilities they require to plan for and carry out their future development, and to assist northern communities in preparing themselves for self-government.

Project 1.2.1: Extension of Improvement District Services

The isolated communities have a very low tax base, and thus have been unable to support an Improvement District Liaison Officer to assist government departments and agencies with their programs, and to obtain a commitment from local residents as to their needs and desires. It is therefore proposed to hire Improvement District Liaison Officers to work in Northern Alberta. The Improvement District Liaison Officers will relate government activities to their hamlets or settlements, and will assist residents of northern communities to participate in other projects under this Agreement.

Project 1.2.2: Community Participation and Leadership Development

In northern communities because of economic, social, and cultural factors, the existing delivery system has often been unable to satisfactorily deliver social and cultural programs. The factors impeding delivery include physical isolation, lack of local organizational structure, lack of a pool of trained local leaders, and limited means of expressing needs and desires to the government departments responsible for service delivery.

It is proposed that under this project, assistance be provided to perform the following activities:

(a) assist a number of northern communities to develop the organizational base necessary to define needs, and develop and implement the social and cultural programs required to meet those needs;

(b) consult with northern communities on the development of a socio-cultural program which meets the needs of northern people; and

(c) develop and implement those programs required to identify and train local community leadership.

Project 1.2.3: Northern Alberta Development Council

The Northern Alberta Development Council, under the chairmanship of the Minister Without Portfolio Responsible for Indian and Metis Liaison and Northern Development, was constituted to provide people from the north the opportunity to express their concern on matters related to the region and to act as an advisor to government on required programs in Northern Alberta. The Council, consisting of the chairman and seven appointed members, one from each of seven geographic areas in Northern Alberta, opens its meetings to allow the public from the different areas to present briefs on matters of concern to them. Funds to be provided by this project will be used in special circumstances related to the Council's responsibility to reach the isolated communities, interpret their requirements, and act in an advisory capacity to the Province.

Program 1.3: Community Services

This program will provide for physical infrastructure in isolated northern communities, housing and related services, the resolving of land tenure problems, and the provision of physical facilities required to support social and cultural developments in northern communities.

Project 1.3.1: Water Supply

This project is intended to provide to communities of predominantly native population new or improved water supply, and to provide, where practical, water supply for livestock production. During the Interim Agreement, communities would be serviced on a priority basis; however, for the longer term a detailed assessment would be carried out designed to meet the water supply needs of Northern Alberta.

Project 1.3.2: Electrification

It is intended under this project to consider the installation of electrical distribution systems in communities such as Loon Lake where a power source is already in place, and the provision of a power source and distribution system in communities such as Sandy Lake, Little Buffalo Lake, and Cadotte Lake where at present no electrical service exists.

Project 1.3.3: Water and Sanitary Sewer System

It is intended under this project to conduct detailed design studies and cost estimates for a sanitary sewer system in Fort Vermilion, a water supply and distribution system in La Crete, and a water and sanitary sewer system in Fort Chipewyan. All three communities are isolated and have individual problems that require special engineering considerations. Although the study costs would be considered as part of this Agreement, it is understood that costs of actual construction will be the subject of consideration for inclusion in any longer-term Subsidiary Agreement.

Preliminary studies will be carried out on other isolated settlements to determine future requirements.

Project 1.3.4: Land Tenure

This project will focus on land problems of Metis and Treaty Indians who live off reserves as well as non-Indians occupying land without a document establishing tenure. There are an estimated 4,000 such persons. This project would support the establishment of a special unit created by the provincial government to carry out research, planning, consultation, and educational thrusts which are basic to resolving land tenure problems in the north.

Project 1.3.5: Leadership Training Centre Study

There is a need to provide a residential training facility suited to training community leaders from small northern communities. A facility of this type does not exist in the north; as a result, it is difficult to bring community leaders together for development conferences, training seminars, and other related social and cultural activities. As a number of options are open both in location and type of facility, it is proposed to draw up a detailed proposal, in consultation with the people of the north, and include this proposal in the longer-term Subsidiary Agreement.

Project 1.3.6: Communications Planning

This project provides for a study relating to existing communications services to: identify those areas not receiving these services, determine the feasibility of providing services where they are not now provided and selecting those services that may be provided, and to prepare cost estimates.

Project 1.3.7: Innovative Native Housing

In cooperation with Alberta Housing Corporation, Central Mortgage and Housing Corporation, and other related departments and agencies, attempts will be made to experiment with:

(a) innovative house structures designed to better meet the needs of those living in the north; and

(b) systems for improved delivery of homes to eligible individuals in Northern Alberta.

SECTOR 2: COMMUNITY ECONOMIC DEVELOPMENT

The major objective of this sector will be to stimulate a range of economic development opportunities for community groups and individuals in Northern Alberta.

Program 2.1: Economic Development

Projects under this program are intended to stimulate economic opportunities ranging from the servicing of major developments to the identification and development of community or resource-based development opportunities.

Project 2.1.1: Research and Planning

The Alberta Northern Development Group is responsible for conducting research, monitoring development activities, developing new policy approaches, and devising improvements to the delivery of services in Northern Alberta. This Group's research program has provided the basis for this Agreement and will carry the Province's responsibility for developing a longer-term Subsidiary Agreement.

This project will support the Northern Development Group's research and planning studies required to develop the longer-term Subsidiary Agreement. Specifically, activities under this project will be:

(a) economic base studies including development of methodology, literature review, field data collection, and required analysis;

(b) economic and social impact studies;

(c) research into methods of support for native businessmen;

(d) special feasibility studies; and

(e) miscellaneous local projects.

Project 2.1.2: Technical and Capital Support

This project will provide capital for those indigenous sponsored enterprises undertaking the commencement of a commercial or manufacturing venture. The capital assistance, supplemental to the applicants' equity, would allow sufficient leverage to obtain debt financing not otherwise obtainable thus giving the indigenous businessman greater autonomy.

A technical support service would also be provided, offering resource people such as accountants, lawyers, business management advisors, agrologists, foresters, geologists, and engineers. These professional resources would provide the following types of assistance:

- exploratory work to identify business opportunities and carry out feasibility analysis;
- advice regarding appropriate forms of business organization;
- assistance with applications and documentation;
- input into decisions regarding the requirements for capital equipment.

It is understood that this project will not be implemented until such time as regulations and procedures acceptable to the Ministers are developed and agreed upon.

Project 2.1.3: Native Economic Development

This project will provide planning and programming capability to native groups and communities in order to assist them to identify and achieve their economic development goals. A wide range of activities will be supported under this project including:

(a) identification of viable business and economic development opportunities which exist within reach of the native people of Northern Alberta;

(b) identification of the needs and interests of native people as they relate to the establishment of opportunities described in (a);

(c) provision of the continuous management follow-up and counselling required to ensure the success of these opportunities and the development of native entrepreneurs; and

(d) carrying out evaluations so that experience can be gained from the implementation of these opportunities.

SECTOR 3: PLANNING AND MANAGEMENT

This sector provides for the research, planning, and program development required to implement this Agreement, and to plan for a longer-term Subsidiary Agreement. It also provides for program management and evaluation.

Program 3.1: Planning and Management

This program is intended as the vehicle through which project detail may be developed and programs under this Agreement may be tailored to the special needs of the northern people.

Project 3.1.1: Planning and Program Development

Special projects and services under this Agreement are to be in part developed and implemented through the existing structure of the provincial departments.

This project will reinforce the provincial departments' ability to undertake development activities in areas other than those which are a normal part of their program and budget. Activities to be supported under this project may include, but not be limited to, the following:

(a) conducting special studies related to identifying specific development opportunities and initiatives in the north;

(b) program planning and development for the proposed longer-term Subsidiary Agreement; and

(c) elaboration of programs and projects under this Agreement.

Project 3.1.2: Program Management

This project provides for the management, control, and evaluation of the Agreement and for the integrated application of government programs.

SCHEDULE "B" TO THE CANADA-ALBERTA INTERIM SUBSIDIARY AGREEMENT ON ALBERTA NORTH

SECTORS	PROGRAMS	*FEDERAL SHARE $'000	PROVINCIAL SHARE $'000	TOTAL $'000
SECTOR 1. LIFE IMPROVEMENT AND COMMUNITY SERVICES				
Program 1.1	Life Improvement	150	150	300
Program 1.2	Community Extension	332	332	664
Program 1.3	Community Services	1,032.5	1,032.5	2,065
	TOTAL	1,514.5	1,514.5	3,029
SECTOR 2. COMMUNITY ECONOMIC DEVELOPMENT				
Program 2.1	Economic Development	750	750	1,500
	TOTAL	750	750	1,500
SECTOR 3. PLANNING AND MANAGEMENT				
Program 3.1	Planning and Management	115	115	230
	TOTAL	115	115	230
	TOTAL COSTS	2,379.5	2,379.5	4,759

* Federal share includes:

a) Direct costs

b) 10% allowance (where applicable)

Appendix I

In this appendix can be found the job description of the Coordinator for Vocational Training for northwestern Alberta as outlined by the Alberta Government Personnel Administration Office in 1970.

Appendix I

ALBERTA VOCATIONAL TRAINING COORDINATOR, NORTH WEST AREA
JOB DESCRIPTION

DUTIES

1. Giving direction to and exercising supervisory responsibility for all adult vocational training programs administered by the Division of Vocation Education and staff management, provision of physical facilities, curriculum development, and all aspects of the improvement of instruction.

2. Establishing and maintaining strong liaison with officials of the Canada Manpower Centres and other officials and agencies in the area concerned with adult training to ensure suitable federal/provincial relationships and effective program offerings.

3. Establishing and maintaining strong liaison with training institutions, both public and private, within the area to ensure maximum utilization of training facilities for the benefit of adult students and for maximum utilization of training facilities for the benefit of adult students and for maximum utilization of available federal and provincial funds.

4. Supervise the rehabilitation training of disabled and disadvantaged adults within the area.

5. Participating in, and supervising the vocational counselling services provide to members of the public in the area office: interviewing, recommending the use of and using various testing instruments and techniques, and writing reports or making referrals as required.

6. Administering the preparation of both capital and operational estimates for all centres and programs in the area. Ensures that appropriations are properly used.

7. Provide leadership and advice in the development of short and long range planning for programs within the area: assessment of needs, planning and implementing programs to meet the needs. Work closely with local groups in developing the needs of the area.

8. Participating in, and assisting with the maintenance of adequate public relations program within the area: distribution of materials, attending meetings, replying to queries, making speeches, etc.

9. Supervising and ensuring that the terms of the O.T.A. Agreement as it relates to Training In Industry are met and supervising the Business Management Development Program.

SOURCE: Position Classification Description.
Personnel Administration Office
Government of Alberta
June 19, 1970

Appendix J

In this appendix can be found copies of the duties and the responsibilities of the CVC President. The first part represents the original job description which was in effect when the CVC Program was established. The second part represents the job description at the time the CVC Program received institutional status in 1982. By 1985 there was little variation from the 1982 version.

Appendix J

C.V.C. SUPERVISOR
Job Description below will be applicable
for a period of 6 to 8 months

PART I - DUTIES

1. Work closely with the Vocational Coordinator and the Slave Lake local area Planning Committee developing plans for a Lesser Slave Lake Mobile Training Program compatible with the community needs as expressed by this committee, with the Department of Education Budgets and Regulations, within the time limits imposed by HRDA's plan for economic development of the area.

2. Prepare for approval ~~detail~~ plans concerning:
   a. Programs to be developed - involving curricula and educational media.
   b. Budget estimates/costs per unit/planned number of units/one year and five year plans.
   c. Trainees to be served - one year and five years.
   d. Develop detailed plans, description and costs for plant and equipment to be included.
   e. Staff requirements: job descriptions, immediate training and future requirements, staff.
   f. Schedule of Mobile Training Unit Training Programs development both short and long range.

Upon completion of the above duties, Part II job description will more adequately describe the long-range duties to be performed.

PART II - LONG-RANGE DUTIES

1. Direct all phases of the operation of the Mobile Training Program including:
    - a. Carrying out the operational program planning involving the related physical and staffing requirements.
    - b. Estimating and controlling expenditures
    - c. Recruitment of staff and related personnel management
    - d. Curriculum development
    - e. Assessment and improvement of instructional techniques
    - f. Student Services/Vocational Counselling, registration scheduling, discipline
    - g. Facilitating maintenance and operation of the physical plant
    - h. Carry out continual program assessment and evaluation and implementation of change as required

2. Responsible for the public relations and community image of the institution. Provide for coordination of services with other government agencies and maintain a high level of rapport at all times.

3. Consult with Vocational Coordinator and local planning groups in the development of overall program plans and policies.

SOURCE: Personnel Administration Office form 81A, October 2, 1970, position 1375-0101

POSITION DUTIES AND RESPONSIBILITIES

SUPERVISOR - COMMUNITY VOCATIONAL CENTRES

1. Provides overall management and direction of the daily operations and activities of the C.V.C. program (approximately 70 staff, 365 full-time regular students and 400 short-term students and approximately 70 representatives across 16 communities and 2 reserves).

2. Coordinates the activities of the administrative and instructional service functions of the program (Operation Budget 1.5 M Capital 30,000)

3. Directs the planning, development and implementation of educational programs, staff needs, equipment, supplies, physical facilities and other resources to ensure effective and efficient program delivery.

4. Initiates the development of policies, guidelines and controls for the successful operation of the C.V.C. program.

5. Assesses the needs of the program's target population and evaluates the effectiveness of the programs implemented in response to those needs.

6. Interface the program with representation from Alberta Advanced Education, government departments including federal and municipal, other institutions, client communities, business and industry.

7. Stimulate such other activities as may be appropriate to facilitate the development, maintenance and improvement of the C.V.C. Program and of the adult education system in Alberta.

Taken from: CVC records, 1981-82

Appendix K

In this appendix can be found the wage scale for Education Technicians. Administrative staff of both AVC Grouard and CVC's along with the Education Technicians agreed to the scale as a set of stepping stones to encourage further professional development. Also in this appendix can be found a copy of the role definition for Education Technicians who worked in CVC's. Typical duties and responsibilities are included.

Appendix K-1

EDUCATION TECHNICIAN
WAGES "C"
BASIC PAY SCALE (AT A.V.C. GROUARD)
REVISED MARCH 1, 1974

YEARS OF EXPERIENCE	ED. TECH. TRAINING WITH: LESS THAN GRADE 11 ACADEMIC		ED. TECH. TRAINING WITH: GRADE 11 ACADEMIC		INSTRUCTOR "A" ED. TECH. TRAINING WITH: GRADE TWELVE DIPLOMA OR FULL UNIV. ENTRANCE QUALIFICATIONS	
	PRIOR TO Jan. 1/74	AFTER Jan. 1/74	PRIOR TO Jan. 1/74	AFTER Jan. 1/74	PRIOR TO Jan. 1/74	AFTER Jan. 1/74
0	$27.95/D 607.00/M	$30.71/D 668.00/M	$29.65/D 645.00/M	$32.60/D 709.00/M	$31.40/D 683.00/M	$34.44/D 749.00/M
1	$29.19/D 635.00/M	$32.09/D 698.00/M	$31.03/D 675.00/M	$34.07/D 741.00/M	$32.78/D 713.00/M	$35.91/D 781.00/M
2	$30.62/D 666.00/M	$33.61/D 732.00/M	$32.50/D 707.00/M	$35.59/D 774.00/M	$34.34/D 747.00/M	$37.56/D 817.00/M
3	$32.05/D 697.00/M	$35.13/D 764.00/M	$34.11/D 742.00/M	$37.33/D 812.00/M	$36.00/D 783.00/M	$39.31/D 855.00/M

*1974 INCREMENTS AT THE RATE OF 6%, PER SALARY GRID FOR INSTRUCTOR "A". ALSO, INCLUDES C.S.A. $25.00 or 2.5% RAISE AS OF JANUARY 1, 1974.

THIS PAY SCALE REFLECTS INCLUSION OF Z MODIFIER, I.E. ONE INCREMENT FOR ISOLATION (NORTHERN ALLOWANCE) AND MAKES PROVISION FOR ONE DAY HOLIDAY EARNED PER WEEK WORKED.

ADDITIONAL MODIFIERS FOR RELATIVELY MORE ISOLATED TRAINING CENTRES TO BE ESTABLISHED

Appendix K-2

ROLE DEFINITION

Education Technician: Community Vocational Centres,
Program Services Division

Classification: Instructor Position Number:

Reports to: Field Supervisor

PURPOSE

I. Unit: Department of Advanced Education

Purpose: The basic purpose of the Department of Advanced Education is to serve the electorate by providing leadership, assistance and coordinating which ensures that the quality and quantity of educational service is responsible to the personal, social and economic needs of adult Albertans.

II. Sub-Unit: Community Vocational Centres

Purpose: (Obtain later from Regional Management Committee proposal)

III. Position: Education Technicians

Purpose: To implement a delivery system of programmed instruction; to facilitate communication between community and government; to assist community representation in determining content and delivery of programming; to facilitate community involvement in the decision making process regarding human and natural resources within an individual community, within the CVC community system and between an individual community and outside resources.

MAJOR RESPONSIBILITIES

The Educational Technician is responsible for the operating of the CVC in compliance with, and directives from the CVC support staff and the Education Management Committees. The Ed. Tech. must coordinate the Department and Community resources to provide efficient and effective use at the community level. Coordination is done in consultation with the elected representatives of the community and the CVC support staff. Responsibilities include instruction, counselling, administrative and modelling behavior.

Instructional duties include conducting academic upgrading classes for Grades 0 - 9, with certification, delivery of short courses associated with academic subjects when available and development of such courses when necessary and upon request by elected representatives, integration of Civics program materials into presentation of existing programs and articulation of changes in and addition to existing programs.

Counselling responsibilities include service to members of the class and of the community-at-large. Under the direction of the instructor, the CVC serves as an information centre for employment and training opportunities available to the community. Pre-employment counselling entails use of vocational information in addition to knowledge of conditions necessary to successfully gain employment outside the community. Further counselling commitments include research of human and natural resources in a community which could successfully be developed for local training and industry and personal counselling as it relates to adjustment of student to a structured learning environment.

Administrative commitments include recordkeeping and maintaining the reporting system to Slave Lake Co-ordinator's Office. Further obligations include the evaluation of student progress in consultation with the Management Committee.

Modelling behaviors include the creation and preservation of an atmosphere conducive to learning in an adult intercultural community school. To this purpose the instructor serves as:

- Liaison: for Management Committees and students;
- Liaison: for Management Committees and government;
- Liaison: for students and government.

KEY ACTIVITIES

I. Works in association with local representatives to direct content and delivery of an instructional system such as to respect economic, cultural and social factors in a community.

II. Utilizes resources of support staff to meet expressed needs of the community.

III. Identifies and develops abilities and interests of individual students with respect to the economic, cultural and social unity of the community.

IV. Maintains a recordkeeping system which facilitates vocational and academic preparation, accreditation, through the provision of records and transcripts, payments of students allowances, and compilation of evaluation statistics and associated tasks as may be required.

V. Maintains articulation of mainstream society to communities by serving as liaison for Management Committees, external agencies and students.

VI. Articulate to the CVC support staff, the educational needs of the community as expressed by the Management Committee and students and advises on feasibility of programming in light of economic, cultural and social factors influencing instruction in the CVC.

Appendix L

In this appendix can be found a copy of the first set of CVC procedures and policies which were accepted by the Education Management Committees in 1973. These procedures and policies were used within the framework of governmental regulations in effect at that time.

Appendix L-1

PROCEDURES AND POLICIES APPROVED BY EDUCATION MANAGEMENT COMMITTEES PERTAINING TO THE COMMITTEES

1. LOCAL EMPLOYEES

    a) Committee decides who and recommends
    b) Slave Lake office process hiring documents
    c) Committee supervises and assigns duties to employee
    d) Committee decides and advises employee to be terminated and Slave Lake processes termination.

2. EXTERNAL EMPLOYEES. External employees that will be working in their specific community (e.g. instructors)

    a) The local Management Committee will recommend from qualified applicants to Slave Lake and Slave Lake will, in consultation with Education Management Committee, hire according to provincial pay plan.
    b) Committee does not supervise (assign duties, reprimand, etc.) these employees
    c) Committee recommends any disciplinary action, e.g. firing, to Slave Lake office who talks to the employee.

MATERIALS FOR CVC COURSES

One of the roles of the CVC Committee is to facilitate suitable training courses for its community. To this end, it is expected, they will make recommendations to the CVC Supervisor on behalf of the course instructor. It remains, however, the responsibility of the Supervisor to approve the acquisition of all instructional materials. The method of acquisition may be determined jointly.

Appendix L-2

PROCEDURES AND POLICIES APPROVED
BY
EDUCATION MANAGEMENT COMMITTEES
PERTAINING TO THE COMMITTEES

RELATIONSHIP BETWEEN
CVC INSTRUCTOR & CVC COMMITTEE

1. Committee recommends who they want. Slave Lake hires the person. Committee should send two elected representatives to instructor trainee selection meeting in Grouard. Possibly this will be an empty gesture but it does not have to be.

2. Committee may discuss anything at any time with instructor but must not supervise his activities. Course content, method of instruction, operation of the classroom, etc. changes can be discussed and if not satisfactory, committee must refer to Slave Lake for action.

3. Committees may not take disciplinary moves against the instructor directly but must refer their recommendations to Slave Lake office, including firing.

4. Instructors may refer student problems to the committee and committee should investigate.

Appendix L-3

PROCEDURES AND POLICIES APPROVED BY EDUCATION MANAGEMENT COMMITTEES PERTAINING TO THE COMMITTEES

ELECTION OF COMMITTEE MEMBERS

Annual public meetings should be held on a date when the maximum number of residents can attend.

The meeting time, place and date should be determined by the existing committee and should be advertised at least 15 days in advance. The advance notice should indicate the purpose of the meeting, i.e. report on the operation of the CVC, proposed plans for the coming year, or the refilling of vacant committee positions.

At least one representative of the Department of Advanced Education must be present at an annual meeting.

Appendix L-4

PROCEDURES AND POLICIES APPROVED BY EDUCATION MANAGEMENT COMMITTEES PERTAINING TO THE STUDENTS

CVC COURSES ELIGIBLE FOR ALBERTA VOCATIONAL TRAINING (AVT) ALLOWANCE SUPPORT

1. 30 hours per week full time attendance.
2. Minimum six trainees full time
3. Often these are employment oriented.
4. These may also be oriented towards the objective of simply improving the total inventory of local skills through the self-improvement of individual students.

Regulations where not clear or developed as yet or where no operational policy exists, the School Act applies.

Appendix L-5

PROCEDURES AND POLICIES APPROVED BY EDUCATION MANAGEMENT COMMITTEES PERTAINING TO THE STUDENTS

ELIGIBILITY FOR CVC TRAINING

To be eligible for CVC training, an individual must meet the following requirements:

The candidate must be:

1. An Alberta citizen
2. A resident of the local community
3. At least 17 years of age and out of the regular school system at least one year.
4. Selected by the CVC committee in consultation with an AVT Counsellor or CVC Supervisors.

Candidates who are selected for training are liable for tuition fees on the first day of training unless the individual qualifies as a "deprived person". For deprived persons, fees may be waived with the consent of the Director of the Division of Vocational Education.

Candidates younger than 17 years of age are not eligible for training unless the CVC Supervisor has a letter from the Superintendent of Schools indicating that the candidate is excused from the provisions of the School Act because he will no longer gain from continued enrollment in a regular school.

In no case may an AVT allowance be assigned to a CVC student who is not an adult within the definition of the Alberta Vocational Training regulations.

Appendix L-6

PROCEDURES AND POLICIES APPROVED BY EDUCATION MANAGEMENT COMMITTEES PERTAINING TO THE STUDENTS

SELECTION OF TRAINEES FOR COURSES

1. Instructor and Slave Lake office "dictate" the prerequisites and maximum number for the courses. The committees interviews the applicants and selects the number "dictated" since they know the applicants better than anyone else. They may ask instructor to assist; not do the selection.

2. Selection of trainees for courses outside of their CVC, Committees can recommend people to Slave Lake Office counsellors who will determine rates.

3. Slave Lake Office counsellors will determine allowance rates to be paid. They may ask the committees for assistance.

Appendix L-7

PROCEDURES AND POLICIES APPROVED BY EDUCATION MANAGEMENT COMMITTEES PERTAINING TO THE STUDENTS

PART-TIME EMPLOYMENT AND AVT ALLOWANCES

The AVT regulations (4-f) provide that the combined income from AVT allowances and from employment may not exceed the maximum allowable under the AVT guidelines. Income in excess of the allowable maximum will result in a downward revision of the AVT allowances. (This regulation is currently under review with the view to changing it so that an individual may gain as much as $35.00 per month above the regulated limit without penalty.)

Appendix L-8

PROCEDURES AND POLICIES APPROVED
BY
EDUCATION MANAGEMENT COMMITTEES
PERTAINING TO THE EMPLOYEES

PAY POLICY GOVERNING EMPLOYMENT OF LOCAL PEOPLE
eg. Drivers, Janitors, Lay instructors

The rate of pay is determined by the employee's qualifications and experience in relationship to the Alberta Pay Plan. Advice and approval of the rates are available through the Department's office in Slave Lake.

The local committees are expected to handle everything else in common.

Appendix M

In this appendix can be found the set of guidelines for Community Education Committees. Acceptances and approvals were given by the Department of Advanced Education, CVC staff, and the Council which accepted the guidelines in January of 1985.

Appendix M

GUIDELINES
COMMUNITY EDUCATION COMMITTEES

Revised January 23, 1985

A. PREAMBLE

1. Hereinafter, the Community Education Committee (CEC) will be called the Committee.
2. The Community Vocational Centres (CVC) will be the Institute.
3. The Community Vocational Centres president will be the President.
4. With respect to composition, differences may exist between unincorporated and incorporated communities.

B. PURPOSE

1. The purpose of the Committee is to ensure that community residents have access to education and training suitably related to their needs and goals.
2. The Committee represents the needs and views to the President on behalf of the community.
3. The Committee represents the policy of the institution to the community.

C. GOAL

1. The goal of the Committee is to provide members of their community the skills and knowledge to function in the Canadian democratic system, to obtain suitable employment and to function as productive adults.

D. ROLE

1. The Committee will work with and advise the President regarding such matters as:

   a. assessing community education needs;
   b. identifying needed educational programs;
   c. setting priorities to identified needs;
   d. informing community residents of training programs;
   e. assisting in the selection of trainees;
   f. assisting in the selection of personnel providing local educationally-related services;
   g. post-evaluating of the programs; and
   h. recommending constructive program and delivery changes.

E. COMPOSITION

1. Committee size will be from a minimum of three to a maximum of seven voting members. Committee size will be determined jointly by the President and the Committee and will be based on the size of the community.
2. The composition of the committee will reflect representation of the community.
3. A chairman, an assistant chairman, and a recording secretary will be appointed by the Committee from within the committee.

F. ELECTION/APPOINTMENT OF MEMBERS

1. Committee members will be elected or appointed from elected bodies. Elected committees will hold office for a term of three years. Elections will be held prior to January 31 of the year in which elections are held. An institutional representative will act as returning officer.
2. Any community resident who is at least seventeen years of age is eligible to be nominated to the committee.
3. A full-time student may be nominated to the Committee. Not more than one student may be on each committee.
4. Appointments from elected bodies will be given in writing to the President by the appointing group.
5. Nominations may be made by submitting names (provided nominees approve and are willing to serve on the committee) to the President or nominations may be made at a duly called open community meeting.
6. A minimum of fourteen (14) days public notice must be given for elections of committee members.
7. When a committee member resigns prior to completion of the term, the resignation shall be submitted in writing to the committee chairman.
8. The instructor(s) will be invited as non-voting member(s) to attend meetings.

G. MEETINGS

1. Regular

   a. One meeting per month will be called during the academic year.
   b. The chairman or, in his absence, the assistant chairman, will
   c. The Committee will establish regular meeting dates, times, and attendance policies.
   d. A member who misses three consecutive meetings may be notified by the Committee that his/her membership in the Committee is forfeited.
   e. Meetings are open to the public. However, the Committee should hold in-camera sessions to discuss sensitive issues.
   f. Departmental regulations will apply with respect to honoraria.

1. Special

   a. When special needs arise, the chairman or chairman's designate will call special meetings.
   b. At least twenty-four hours notice will be given.

G. MEETINGS (Continued)

3. Voting

a. On all issues requiring a vote, a majority present will decide the outcome of the vote.
b. Each member of the Committee will have one vote regardless of position.
c. All members are expected to vote on all issues except when a conflict of interest is indicated.

H. STUDENT SELECTIONS

1. Guidelines

a. Guidelines for priorities and for selection criteria will be drawn up by the Committee in cooperation with institutional staff.
b. A copy of the local guidelines will be forwarded to the Registrar prior to the beginning of the term.
c. The Committee will be represented on the student selection committee. The student selection committee will be composed of representation from the Committee and from the Institute.
d. Where training seats are sponsored by an agency other than the province, that agency may recommend individuals.

2. Selection Criteria

a. Consideration in drawing up selection guidelines will be given to:
   - past achievements and performance;
   - commitment to an educational goal;
   - motivation; and
   - demonstrated need.

I. CLASSROOM OPERATIONS

1. The instructor(s) will be responsible to the institution for the day-to-day operations of the classroom.
2. If the classroom space is needed for non-instructional use by the community, the Committee will consult with the instructor(s) regarding usage, times and arrangements for furnishings recognizing the educational programs have the highest priority.

J. OTHER

1. A committee member who applies for and accepts a staff position with the Department will:

   a. take leave of absence from the Committee for the time he/she is employed by the Department; or
   b. resign from the Committee.

Appendix N

In this appendix can be found the terms of reference for the Council of Community Education Committees. The terms of reference were officially accepted by the Council in 1983.

ESTABLISHMENT

Under authority delegated by the Minister of Advanced Education, the President of the Community Vocational Centres may establish a Council of Community Education Committees.

PURPOSE

The purpose of the Council of Community Education Committees is to facilitate citizen participation in needs assessment, development, and delivery of adult education programs within the Community Vocational Centre service area through the provision of an effective communications system. This system will link the communities, other adult educational groups, and the Department of Advanced Education as represented by the President.

GUIDELINES

In its advisory capacity, the Council of Community Education Committees may:

1. Advise on matters referred by the institution's President.
2. In consultation with the President, review and evaluate institutional policies, programs and support programs and their impact at the local level.
3. Identify concerns of the public and groups that interact with the C.V.C. Institution and bring these to the President's attention.
4. Recommend to the President initiation of research, studies, and programs.
5. In consultation with the President, liaise with other adult Education Programs.
6. Recommend to the President, policies relative to conduct, proceedings, and attendance at meetings.

COMPOSITION

1. The C.C.E.C. shall normally consist of:

    a) one voting representative from each Community Education Committee,

    b) the President as an ex-officio member.

2. Selected persons may be invited to attend Council meetings as requested by C.C.E.C.

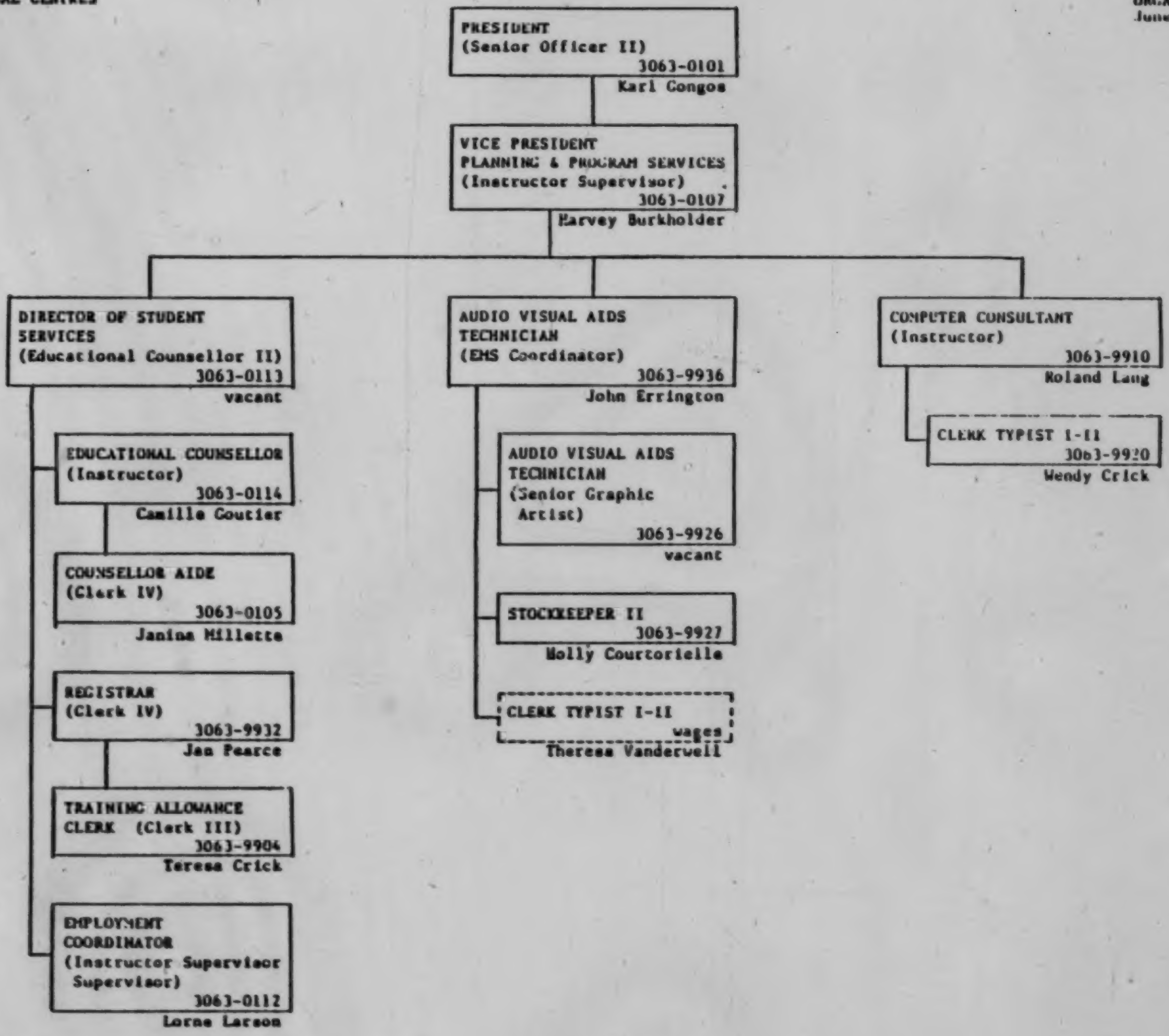
3. The chairman shall be elected from the Council membership.

Appendix O

In this appendix can be found a copy of the CVC organizational chart which was in effect during 1985. The chart indicates staff positions but includes neither education committees nor the Council.

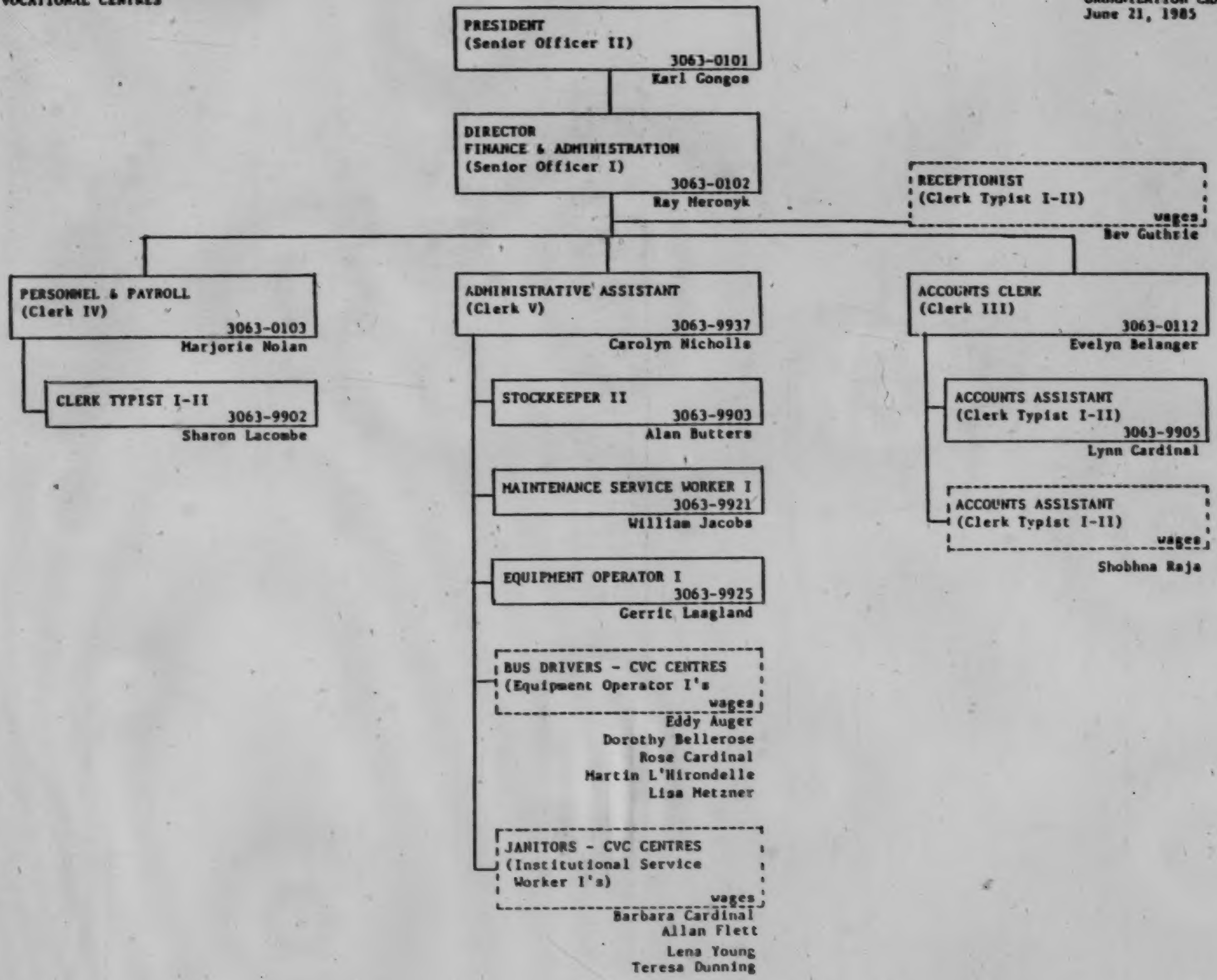
COMMUNITY VOCATIONAL CENTRES

ORGANIZATION CHART II
June 21, 1985


PRESIDENT
(Senior Officer II)
3063-0101
Karl Gongos
VICE PRESIDENT
PLANNING & PROGRAM SERVICES
(Instructor Supervisor)
3063-0107
Harvey Burkholder
DIRECTOR OF STUDENT SERVICES
(Educational Counsellor II)
3063-0113
vacant
EDUCATIONAL COUNSELLOR
(Instructor)
3063-0114
Camille Coutier
COUNSELLOR AIDE
(Clerk IV)
3063-0105
Janina Millette
REGISTRAR
(Clerk IV)
3063-9932
Jan Pearce
TRAINING ALLOWANCE CLERK (Clerk III)
3063-9904
Teresa Crick
EMPLOYMENT COORDINATOR
(Instructor Supervisor Supervisor)
3063-0112
Lorne Larson
AUDIO VISUAL AIDS TECHNICIAN
(EMS Coordinator)
3063-9936
John Errington
AUDIO VISUAL AIDS TECHNICIAN
(Senior Graphic Artist)
3063-9926
vacant
STOCKKEEPER II
3063-9927
Molly Courtorielle
CLERK TYPIST I-II
wages
Theresa Vanderwell
COMPUTER CONSULTANT
(Instructor)
3063-9910
Roland Lang
CLERK TYPIST I-II
3063-9920
Wendy Crick

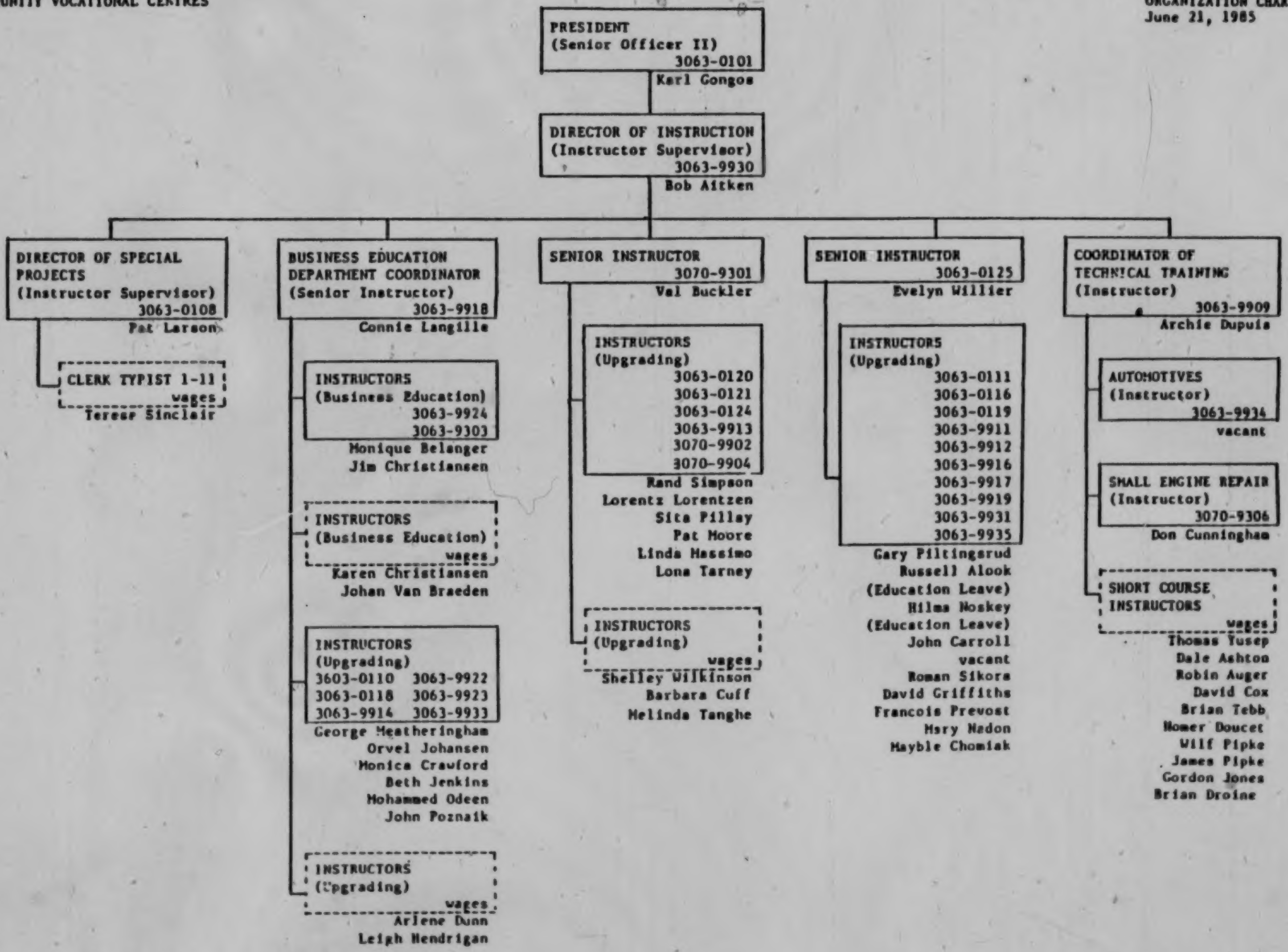
COMMUNITY VOCATIONAL CENTRES

ORGANIZATION CHART III
June 21, 1985


PRESIDENT
(Senior Officer II)
3063-0101
Karl Gongos
DIRECTOR
FINANCE & ADMINISTRATION
(Senior Officer I)
3063-0102
Ray Meronyk
RECEPTIONIST
(Clerk Typist I-II)
wages
Bev Guthrie
PERSONNEL & PAYROLL
(Clerk IV)
3063-0103
Marjorie Nolan
CLERK TYPIST I-II
3063-9902
Sharon Lacombe
ADMINISTRATIVE ASSISTANT
(Clerk V)
3063-9937
Carolyn Nicholls
STOCKKEEPER II
3063-9903
Alan Butters
MAINTENANCE SERVICE WORKER I
3063-9921
William Jacobs
EQUIPMENT OPERATOR I
3063-9925
Gerrit Laagland
BUS DRIVERS - CVC CENTRES
(Equipment Operator I's
wages
Eddy Auger
Dorothy Bellerose
Rose Cardinal
Martin L'Hirondelle
Lisa Metzner
JANITORS - CVC CENTRES
(Institutional Service
Worker I's)
wages
Barbara Cardinal
Allan Flett
Lena Young
Teresa Dunning
ACCOUNTS CLERK
(Clerk III)
3063-0112
Evelyn Belanger
ACCOUNTS ASSISTANT
(Clerk Typist I-II)
3063-9905
Lynn Cardinal
ACCOUNTS ASSISTANT
(Clerk Typist I-II)
wages
Shobhna Raja

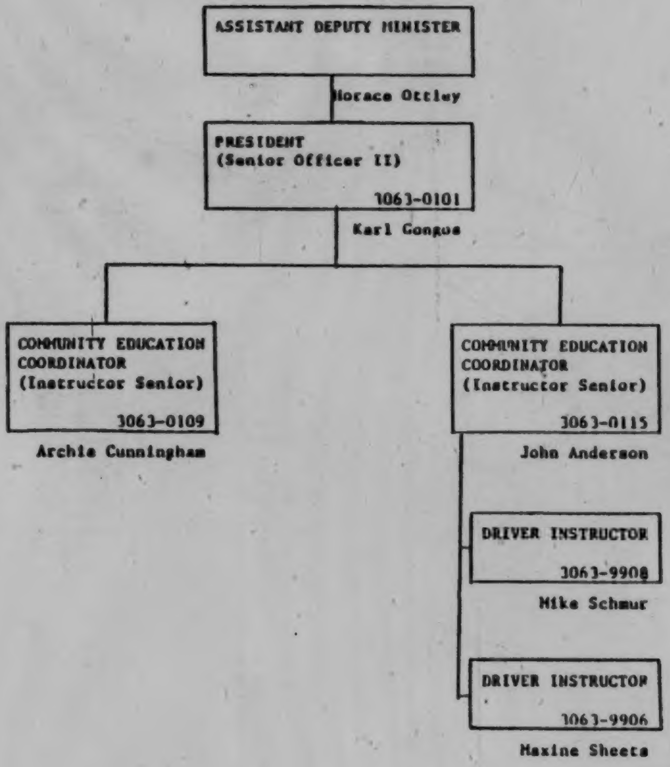
COMMUNITY VOCATIONAL CENTRES

ORGANIZATION CHART IV
June 21, 1985


PRESIDENT
(Senior Officer II)
3063-0101
Karl Gongos
DIRECTOR OF INSTRUCTION
(Instructor Supervisor)
3063-9930
Bob Aitken
DIRECTOR OF SPECIAL PROJECTS
(Instructor Supervisor)
3063-0108
Pat Larson
CLERK TYPIST 1-11
wages
Terese Sinclair
BUSINESS EDUCATION DEPARTMENT COORDINATOR
(Senior Instructor)
3063-9918
Connie Langille
INSTRUCTORS
(Business Education)
3063-9924
3063-9303
Monique Belanger
Jim Christiansen
INSTRUCTORS
(Business Education)
wages
Karen Christiansen
Johan Van Braeden
INSTRUCTORS
(Upgrading)
3603-0110 3063-9922
3063-0118 3063-9923
3063-9914 3063-9933
George Heatheringham
Orvel Johansen
Monica Crawford
Beth Jenkins
Mohammed Odeen
John Poznaik
INSTRUCTORS
(Upgrading)
wages
Arlene Dunn
Leigh Hendrigan
SENIOR INSTRUCTOR
3070-9301
Val Buckler
INSTRUCTORS
(Upgrading)
3063-0120
3063-0121
3063-0124
3063-9913
3070-9902
3070-9904
Rand Simpson
Lorentz Lorentzen
Sita Pillay
Pat Moore
Linda Massimo
Lona Tarney
INSTRUCTORS
(Upgrading)
wages
Shelley Wilkinson
Barbara Cuff
Melinda Tanghe
SENIOR INSTRUCTOR
3063-0125
Evelyn Willier
INSTRUCTORS
(Upgrading)
3063-0111
3063-0116
3063-0119
3063-9911
3063-9912
3063-9916
3063-9917
3063-9919
3063-9931
3063-9935
Gary Piltingsrud
Russell Alook
(Education Leave)
Hilma Noskey
(Education Leave)
John Carroll
vacant
Roman Sikora
David Griffiths
Francois Prevost
Mary Nadon
Mayble Chomiak
COORDINATOR OF TECHNICAL TRAINING
(Instructor)
3063-9909
Archie Dupuis
AUTOMOTIVES
(Instructor)
3063-9934
vacant
SMALL ENGINE REPAIR
(Instructor)
3070-9306
Don Cunningham
SHORT COURSE INSTRUCTORS
wages
Thomas Yusep
Dale Ashton
Robin Auger
David Cox
Brian Tebb
Homer Doucet
Wilf Pipke
James Pipke
Gordon Jones
Brian Droine

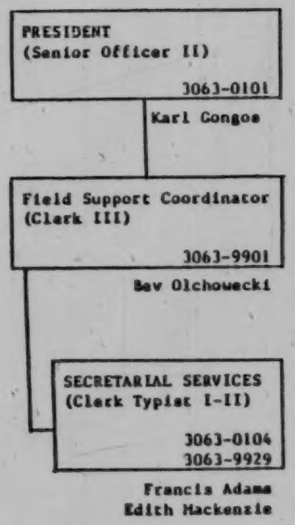
COMMUNITY VOCATIONAL CENTRES

ORGANIZATION CHART V
June 21, 1985


ASSISTANT DEPUTY MINISTER
Horace Ottley
PRESIDENT
(Senior Officer II)
3063-0101
Karl Gongos
COMMUNITY EDUCATION COORDINATOR
(Instructor Senior)
3063-0109
Archie Cunningham
COMMUNITY EDUCATION COORDINATOR
(Instructor Senior)
3063-0115
John Anderson
DRIVER INSTRUCTOR
3063-9908
Mike Schmur
DRIVER INSTRUCTOR
3063-9906
Maxine Sheets

COMMUNITY VOCATIONAL CENTRES

ORGANIZATION CHART VI
June 21, 1985


PRESIDENT
(Senior Officer II)
3063-0101
Karl Congoe
Field Support Coordinator
(Clerk III)
3063-9901
Bev Olchowecki
SECRETARIAL SERVICES
(Clerk Typist I-II)
3063-0104
3063-9929
Francis Adams
Edith Mackenzie

Appendix P

In this appendix can be found a sample budget summary sheet for community allocations of funds which was used in 1976-77.

Dept. of Advanced Education

C.V.C. Memo of Understanding
Budget Year 1976-77

We, the E.M.C. of __________________ as the properly elected representatives of the whole community, do hereby acknowledge the following understandings with respect to Government sponsorship of adult education entrusted to our care.

That the Department has made representation to the Legislature through budget # 3034 in the amount of $__________ to provide Advanced Education services within the area defined as I.D. # 17, commonly referred to as the Lesser Slave Lake Area.

That by mutual agreement between the Department and the Education Management Committees, the apportioning of budget 3034, assuming legislative approval of the above amount in full, will be allotted according to the following formula:

		est. current yr. (1975-76 costs)	reserved (1976-77)
3034	A. 1) Central support staff (non-reducable)	$	$
	2) Central support operations	$	$
	B. CVC Wabasca-Desmarais	$	
	C. CVC Calling Lake	$	
	D. SAVC Slave Lake	$	
	E. SAVC Trout & Peerless Lk.	$	
	F. CVC Little Buffalo	$	
	G. CVC Atikameg Reserve	$	
	H. SAVC Chipeyan Lakes	$	
	J. CVC Gift Lake	$	
	K. SAVC Kinuso	$	
	L. CVC Loon Lake	$	
	M. SAVC McLennan	$	
	N. (new Location)	$	
	P. Program Development	$	
	Q. CVC Big Prairie	$	
	R. SAVC P.R.C.I.	$	
	S. SAVC Faust	$	
	T. CVC Cadotte Lake	$	

Appendix Q

In this appendix can be found a copy of a listing of typical instructor duties for academic upgrading. This list was included in the handbook for instruction which was used in the 1970's.

HANDBOOK NOTES

Typical Instructor Duties: 0-12 Upgrading.

A. Become familiar with

   1) programs to be used by the students,

   2) student educational goals and educational needs,

   3) education committee policies,

   4) CVC operational procedures.

B. Assist the student in

   1) determining the academic level at which he/she should begin

      - testing,
      - discussion with student,

   2) completing preregistration forms

      - 1700's,

   3) matching educational goals with program

      - outlining of curriculum materials that apply to reaching the student's goal,
      - mutually arranging a tentative timeline for achievement of secondary goals,

   4) identifying academic strengths and weaknesses,

   5) learning how to utilize learning resources

      - human,
      - teaching machines,
      - educational software,

   6) determining when secondary goals have been reached.

C. Complete forms and routines required for accountability of the program

   1) weekly instructor attendance/absence,

   2) student attendance and absence,

   3) test results,

   4) monthly progress reports,

   5) course/program termination reports,

C. Cont...

6) high school course completion statements,

7) high school registration,

8) year-end report,

9) inventory of capital equipment and accountable supplies,

10) 1700's,

11) those required on a periodic basis; special reports.

D. Provide instruction

1) suited to the client's needs,

a) methods may vary but the important considerations include,

- being up to date with student progress,
- assessing learning difficulties and utilizing approaches to assist the student in overcoming those difficulties,
- providing encouragement in the attempts to reach the educational goals,
- maintaining regular reviews of the student's understanding of where he/she is and where he/she is going in terms of the goals,

b) useful methods,

- individualized instruction,
- assistance with correspondence courses,
- tutoring,
- group instruction and learning,
- field trips,
- work experience,
- variations of the above,

2) by making available to the student those resources which will specifically aid in achieving the learning objectives and by assisting the student to become familiar with the resources,

a) human resources,

b) laboratory equipment and supplies,

c) audio visual equipment and software,

d) print material,

3) in a physical environment that contributes to the learning processes. Committee members and students will undoubtably assist with these arrangements,

D. Cont...

4) in consultation with field support staff when this is felt to be beneficial to the student,

5) that contributes to student morale and self-esteem.

E. When a student terminates

1) complete the necessary forms
    a) termination report,
    b) attendance,
    c) terminal progress report,

2) provide the student with an indication of progress toward the educational goal and test the student (eg. TABE),

3) provide exit counselling
    a) A counsellor's assistance, if available, would be most suitable.

Appendix R

In this appendix can be found copies of procedural outlines for acquiring such programs as: social demand, career motivation, and home improvement. The procedures as outlined were developed in the 1970's.

Appendix R-1

SOCIAL DEMAND PROGRAMS

1. General Description and Definition
    a. Courses given without training allowances
    b. Specific objective and short term
    c. Locally defined and funded
    d. Instructor and student selection

2. Development Stages
    a. Identification of skill(s) needed
    b. Confirmation of funding
        - materials
        - labor
        - classroom
        - instructor
    c. Arrange for instructor and confirm time available
    d. Organize students and/or local labor force
    e. On-going management tasks
        - attendance
        - evaluation of progress
        - trouble-shooting
    f. Wrap-up evaluation
        - based on initial evaluation

- objective evaluation
  - participation
  - budget management
  - money saved for community and individuals
- subjective evaluation
  - student comments
  - plans for further development

Appendix R-2

CAREER MOTIVATION
HOME IMPROVEMENT PROGRAMS

Programs initiated for the purposes of Career Motivation and home improvement are identified by the following criteria:

a. courses are designed for a short term and are addressed to specific objectives;

b. objectives are locally defined and locally funded;

c. instructor and student selection made by Education Management Committee; and

d. courses are given without student allowances.

General objectives which apply to qualified courses in this program are:

a. trade orientation;

b. immediate and tangible upgrading skills to improve life and home of the low fixed-income household; and

c. develop leadership and managerial skills which reflect knowlegeable and effective use of government resources

Training and opportunities provided in motivation and improvement programs are initiated at the community level and are concluded with a community-based evaluation.

The role of government support staff is becoming increasingly incidental. The communities served are characterized as being dependent on management and leadership from outside the community; here implemented is the objective to assist growth or development above this state of dependency. The following outline indicates the development stages through which locally based decision making is generated.

1. Identification by the Education Management Committees of skills needed and statement of objectives. (This must be entered in the minutes of an EMC meeting; such decisions are suitable for legal inquiry if required by the committee which is annually accountable to the public.)

2. Budget for course and confirm funding. (Financial reports are sent to the committees on a monthly basis. Clarifications may be obtained with a phone call to central administration.)

Funding breakdown entails:

a. materials
b. labor

(Both materials and labor are beyond the mandate given to Advanced Education. If these are applicable to the program identified, the EMC must solicit contributing government and/or private funding. That is, funds for mass production and labor are outside local budget but not outside the responsibility of local authority. Assistance is provided where needed to coordinate inter-departmental participation through the locally elected authority in each community.)

c. classroom

d. instructor

(Classroom rental and maintenance as well as instructor salary and expenses are within the purview of the local budget.)

3. Arrange for an instructor and confirm a time frame suitable to both committee and instructor.

4. organize students and/or local labor force.

(Stages 3 and 4 frequently occur simultaneously. The management committee knows who in the community is available and when, but delays have occurred in getting a suitable instructor at an opportune time for the community. This, again, is the Education Management Committee's responsibility.)

5. On-going Management Tasks

   a. Administration
   (Included in administration are attendance reports and associated forms as may be required by funding department and spelling out conditions of work for the instructor such as hours and production required.)

   b. Program Evaluation
   (The local committee has identified a service needed, and they are in the best position to know if that service is being provided adequately.)

   c. Trouble Shooting
   (The EMC's have the first and loudest say in the effectiveness of the service they purchased through use of their budget. It is the responsibility of the

support staff to assist the EMC's in the course of committee duties.)

6. Wrap-up Evaluation

    a. Based on initial objectives
    (The initial objectives were set by the EMC's and the course is evaluated on the basis of their being satisfied.)

    b. Objective Evaluation

        1. Participation
        (Was there the anticipated participation?)

        2. Budget Management
        (Did the EMC stay inside the budget approved?)

        3. Money saved by individual households and/or communities
        (In home improvement courses, it is known that considerable savings are made by the individual who wires his/her own house, welds his/her machinery, etc. This evaluative criteria reflects the need to self-help equalization for low fixed-income households.)

    c. Subjective Evaluation

        1. Student and community plans for future development
        (Individual students may wish to pursue a trade introduced through this program or the EMC may see the skills taught as a part of a larger plan and wish to begin the next phase.)

        2. Leadership and managerial skills learned
        (The EMC's are encouraged to define for themselves what leadership and managerial skills are and to be aware of what they did to enhance this as an image for the committee.

Many of the programs thus far have been in the area of trade orientation and if allowed to mature to a discipline would give money earning abilities to students. As trade certification is managed exclusively by the Provincial Apprenticeship Board, it is necessary to document hours of training and work as well as demonstrate adequate theoretical knowledge. To date, no government department working in the communities is able to underwrite the experience gained as equivalent to industrial experience for purposes of gaining an apprenticeship rating. It is difficult to get such a rating unless one has industrial experience and yet one cannot get that experience without a rating. Government is the only industry operating in many of the outlying areas and conceivably could organize to support local decision making in selecting appropriate and enduring trades which, if developed, would create money earning abilities in the communities.

Appendix S

In this appendix can be found a copy of the CVC proposal to the Department of Advanced Education and Manpower which was submitted in order to to acquire "tentivans" which were mobile instructional and accommodation units. They were to be used for itinerant instruction within the CVC service area.

A PROPOSAL FOR
THE ACQUISITION OF
"TENTIVANS" FOR UTILIZATION
IN AN
ITINERANT COMMUNITY INSTRUCTIONAL PROGRAM

PROJECT TITLE: ITINERANT COMMUNITY INSTRUCTION PROJECT

PROPOSER: RUDY ANDERSSON

SUPERVISOR OF COMMUNITY VOCATIONAL CENTRES

SIGNATURE: Rudy Andersson

TELEPHONE: 849-2281; EXT.16

*PROGRAM MODE

A. INSTRUCTIONAL X
B. ENRICHMENT X
C. SPECIAL PURPOSE X

*PROGRAM CATEGORY - SUBJECT OR TOPIC FOCUS

HIGHER EDUCATION

A. INFORMATION ______
B. STAFF TRAINING ______
C. TRAINING INFORMATION ______
D. OTHER ______

FURTHER EDUCATION

A. COUNSELLING X
B. FORMAL TRAINING X
C. INFORMAL X
D. OTHER X

*NOTE: This is not a program but rather a method of delivering programs which would, speculatively, fall into the above modes and categories.

ABSTRACT

This is a proposed method of delivering maximum quality at minimum cost, technical, practical, social and high standard modules of technically oriented practical and occupationally related courses to non-urban citizens of Alberta by means of economical "tentivan" units which are instructor operated and occupied on a prearranged schedule over a preplanned circuit in response to expressed community needs and defined by Further Education Councils and Education Committees in non-urban Alberta.

INTRODUCTION

It is estimated that more than half the adult population of non-urban Alberta believe the current offering of adult education opportunities is inadequate. Possibly the remainder hold feelings that range from neutrality to indifference on this short-coming.

Many people living in these vast neglected areas are more and more frequently confronted with technology becoming an increasingly important part of their work, their homes and indeed their survival. These conditions are emerging througout all of Alberta.

The undesirable changes, perhaps can partly be accounted for by the fact that while the technical environment is advancing, the general coping skills of the non-urban population is not. The reason for this does not lie in the lack of interest of non-urban people but rather in the lack of opportunity to gain more knowledge and skills appropriate to their changing circumstances.

....3/

Along with the spread in the use of new materials and complex apparatus, comes a vital need for comprehending their effective use, care and maintenance.

The related knowledge and skills needed to keep pace with the trends towards modernization are not being disseminated as fast as the technological changes themselves.

As a consequence, a growing segment of our non-urban population is finding that it is knowing less and less about more and more. A growing number of persons are experiencing a trend toward being less and less the masters of their environment and more and more vulnerable to its complexities.

RATIONALE

Over the latest decade government awareness of non-urban needs has indeed increased. Much consideration and a number of serious attempts have been made to bring about meaningful services in the field of adult education and post secondary education in general.

During the recent years, adult vocational programming in rural regions appears to have created as many problems as it has attempted to solve. Despite valiant efforts and considerable expenditures, the need for services has hardly been scratched.

Many problems are encountered in setting up training courses in non-urban areas. Each unresolved problem produces a compromise in the quality of the service delivered.

First of all, when a course is set up in a given location, commuting much beyond 15 miles over rural roads has proven impractical. Consequently, every offering from a fixed location really serves essentially the small population who live within a 15 mile radius of the location of the program or institution offering it.

....4/

When programs are delivered outside an adequately developed institutional base, the result is often compromised by one or more of the following factors:

- The target population is too dispersed.
- Facilities are too inflexible.
- Course equipment is too inferior.
- Instructors are too ill prepared.
- Learning aids are too mediocre.
- Communications through the serviced area are too poorly established, if existing at all.
- Operating costs are too high.

In the presence of some or all of the foregoing problems, the would-be students get turned off, drop out, or produce the most insidious problem of all, that of poor attendance.

Efforts to alleviate these conditions which corrode program quality have been made by establishing permanent and semi-permanent training centres in widely separated locations.

Unfortunately, such fixed locations, while providing better facilities, they do not solve the practical commuting distance problems with the exception of those citizens free enough of other responsibilities to be able to take up institutional residence.

Fixed institutions experience problems of partial utilization due to the seasonality of study interests of non-urban people which is generally low May through September. The emergence of an institution in any small community tends to become the economic source of livelihood of the surrounding people and is, therefore, dependant upon the government which set it up to continue sponsoring it regardless of the changing parameters affecting the practicality of doing so.

Some attempts have been made to serve outlying points on a temporary basis by delivering personnel and instructional materials to them. Here the practice has been to utilize a locally available facility, such as the regular school, as the place in which to run the course.

....5/

But a whole variety of problems are encountered when it is done this way. The problems vary all the way from finding the keepers of the keys (as sometimes the store room keys are held by someone other than the person who offers the entrance key), through strained feelings that sometimes occurs when trying to make joint use of a given space that was hitherto the sole domain of the original occupant, to coming away short of supplies or running out of supplies on site. Every problem that disturbs the stability of the course tends to attack its integrity and continued credibility.

As if those problems were not enough, experience shows there is often an accompanying set of problems that tend to cloud the instructors personal well-being. These stem from having to pack and unpack his personal items frequently, to realizing the quality and cleanliness of his meals and rooms can be counted on about as dependably as the Western lottery.

Therefore, whether facilities are built or whether they are rented, there are many accompanying costs relating to high costs and low staff morale which tend to taint the overall results. Both of these earlier approaches stir varying degrees of economic expectations in the small communities where they are located. While permanent buildings create a form of economic dependency in the community, even the less permanent arrangements have economic implications for the residents which influence administrative and educational expediencies at times. But neither of the approaches show adequate capability to meet the non-urban needs of more than their immediate vicinities. And this occurs at high costs per student served.

TARGET POPULATION

The project is specifically designed for all Albertans who are living beyond the reach of existing institutions that offer technologically based instructional opportunities. This includes all Alberta communities beyond the commuting range to the Province's existing colleges, technical schools and vocational centres.

The people are either represented by Further Education Councils or Education Committees who identify educational needs that can be normally met by locally available instructors or facilities.

UTILIZATION

The tentivans are flexible compact self-contained units that are ecologically inoffensive.

The living section will offer the instructor adequate temporary quarters while away from home. He will have available to him his own bed, his own food and his own hobbies, within reason.

The training section in the rear half of the van is intended for carrying equipment supplies and A.V. materials.

Three A.V. stations are permanently built in as basically the hardware is common for most types of training. The softwear will be changed with each change of training package.

Tool racks for specific courses will simply be strapped to the walls which are like those of regular moving vans. Larger items of equipment are hauled in the open space and transferred into the detachable tent when the unit is parked.

.....7/

Electrical outlets along the outer wall of the van may be used to transfer electricity into the training lab or workshop area.

The attached tent can be heated while in use. As soon as its use has ended, the large doors that double as either work-bench and/or ramp can be drawn up and closed to return the foam insulated unit to efficient heating levels.

The unit would be outfitted and appropriately staffed for a circuit on a preplanned itinerary.

At the completion of the itinerary the unit may be instantly refitted to deliver another type of training in tune with the evolving need.

It is proposed that every instructor also be trained as a Defensive Driving Trainer that he might well be able to offer some vocational counselling as well by carrying up-to-date- information and application forms into the communities it temporarily serves.

By way of speculation, if this concept of delivery should prove to be as effective as it initially appears to be, itineraries might become more formal with a gravelled parking pad prepared in each scheduled stopping point. At that time, the pad might be serviced with a power pole bearing a power outlet and a telephone jack designed for quick coupling. Also by that time the possibilities for computer assisted instruction may be sufficiently developed to add it as a further service for the benefit of non-urban people.

The most important point implicit in the propsed design and use of these units are their potential flexibility. Complete packages can be exchanged and used with or without the detachable tent. A great variety of use might be made of these highly moveable, road-legal units.

....8/

Some examples are offered here by way of suggestion only.

A. Technical Ed.
  - Insulation and Energy Cons.
  - Solar Heating: Retrofits and New Const.
  - Green Houses and Solariums Construction.
  - Wells and Water Systems
  - Waste Disposal (Rural)
  - Wiring
  - Furnaces
  - Fire Safety
  - Concrete and Foundations.

Practical Ed.
  - How to make and utilize Recreation Equipment (outdoor)
  - Utilizing Green Houses
  - Home Repairs and Care
  - Papers and Paints: Decorating
  - Siding and Surfaces: Weather proofing
  - Consumer Formulae
  - Home Health and Nutrition
  - Fabrics and Sewing
  - Upholstering
  - Log construction
  - Blocks (log)
  - Auto

Social and Recreational Ed.
  - Civics and Government
  - The Law and You
  - Societies: The orig. and Function (a how to course)
  - Consumerism (Alberta's Access's version)
  - Investments and Planning
  - Crafts

Occupational Ed.
  - Welding skills
  - Heating skills
  - Construction skills
  - Business Training
  - Management skills
  - The Tax system and acct.

B. To be offered as modules spaced by intervals of practical lengths.

Occupational - Vocational counselling

Defensive Driver Training

....9/

EVALUATION

The concept should be approved for use on an experimental basis. One or two units might be hurried into service and watched very carefully before committments are made to expand the project.

The Further Education Councils and Education Committees should be asked to complete an evaluation form designed to indicate community response to this type of training delivery.

The responses may be linked to a resumé of the actual operational cost to indicate the real value of the approach.

METHOD

It is proposed that the experimental units be acquired from 1977 contingency capital.

1977 operating expenses may be met out of appropriation 3034 as a portion of this budget already covers some further education programming in North-Central Alberta.

There is a possibility the Province may cost-share the project with DREE under a new Alberta North Agreement.

Tuition may recover a small part of the operational costs as well. These would be levied and collected by Further Education Councils and remitted to the Treasury.

Appendix T

In this appendix can be found listings for non-credit and credit programs offered by the CVC Program in 1975 and in 1985. Non-credit courses are included.

COMMUNITY VOCATIONAL CENTRES August 30 1985 MONTH END ENROLMENT

CREDIT COURSES

BASED ON ACADEMIC YEAR SEPTEMBER - AUGUST

PROGRAM		F.T.	P.T.	H.S.	ENROLMENT SUB TOTAL	ENROLMENT TERM.	ENROLMENT TOTAL	FULL TIME EQUIV. SUB TOTAL	FULL TIME EQUIV. TERM.	FULL TIME EQUIV. TOTAL	ACTUA PROGR DAYS
ACADEMIC:											
Atikameg		-	-	-	-	28	28	-	28.0	28.0	184.0*
Cadotte Lake		-	-	-	-	30	30	-	27.3	27.3	164.0*
Calling Lake		-	-	-	-	33	33	-	28.7	28.7	182.0*
East Prairie		-	-	-	-	25	25	-	18.3	18.3	182.0*
Flatbush		-	-	-	-	27	27	-	17.3	17.3	180.0*
Gift Lake		-	-	-	-	36	36	-	30.0	30.0	182.0*
Kinuso		-	-	-	-	16	16	-	14.1	14.1	182.0*
Loon Lake		-	-	-	-	21	21	-	21.0	21.0	142.0*
Peerless Lake		-	-	-	-	32	32	-	28.1	28.1	190.0*
Slave Lake		-	-	-	-	128	128	-	103.1	103.1	181.0*
Smith		-	-	-	-	34	34	-	23.8	23.8	173.0*
Swan Hills		-	-	-	-	23	23	-	11.7	11.7	161.0*
rout Lake		-	-	-	-	18	18	-	17.0	17.0	177.0*
Wabasca		-	-	-	-	42	42	-	35.8	35.8	181.0*
SUB TOTAL	1984 - 85	-	-	-	-	493	493	-	404.2	404.2	2,461.0*
	1983 - 84	-	-	-	-	413	413	-	-	-	2,358.0*
AUTOMOTIVES	(Faust)	-	-	-	-	9	9	-	9.0	9.0	20.0*
	(Gift Lake)	-	-	-	-	12	12	-	12.0	12.0	29.0*
	(Peerless Lake)	-	-	-	-	11	11	-	11.0	11.0	34.0*
BUSINESS MANAGEMENT RECORD-KEEPING	(Calling Lake)	-	-	-	-	10	10	-	10.0	10.0	38.0*
	(Peerless Lake)	-	-	-	-	13	13	-	12.0	12.0	79.0*
CABINET MAKING	(Calling Lake)	-	-	-	-	15	15	-	15.0	15.0	21.0*
	(Peerless Lake)	-	-	-	-	39	39	-	39.0	39.0	21.0*
	(Peerless Lake)	-	-	-	-	12	12	-	12.0	12.0	61.6*
	(Slave Lake)	-	-	-	-	10	10	-	10.0	10.0	21.0*
CARPENTRY APP. 1ST. YEAR	(Cadotte Lake)	4	-	-	4	-	4	4.0	-	4.0	53.0
	(Calling Lake)	4	-	-	4	-	4	4.0	-	4.0	53.0
	(Grande Cache)	6	-	-	6	-	6	6.0	-	6.0	53.0
	(Owl River)	4	-	-	4	-	4	4.0	-	4.0	53.0
	(Wabasca)	6	-	-	6	-	6	6.0	-	6.0	53.0
EARLY CHILDHOOD DEVELOPMENT	(Wabasca)	12	-	-	12	-	12	12.0	-	12.0	66.0
ENGLISH AS A SECOND LANGUAGE	(Slave Lake)	-	-	-	-	9	9	-	6.8	6.8	130.0*
J. READINESS OILFIELD TRAINING	(Slave Lake)	-	-	-	-	9	9	-	9.0	9.0	25.0*
LIFE SKILLS	(Little Buffalo)	-	-	-	-	8	8	-	8.0	8.0	25.0*
MOTOR MECHANICS	(Calling Lake)	-	-	-	-	10	10	-	10.0	10.0	21.0*
	(Flatbush)	-	-	-	-	6	6	-	6.0	6.0	32.0*

CONTINUED ON NEXT PAGE

CREDIT COURSES CONTINUED

PROGRAM	F.T.	P.T.	H.S.	ENROLMENT			FULL TIME EQUIV.			ACTUAL PROGRAM DAYS
				SUB TOTAL	TERM.	TOTAL	SUB TOTAL	TERM.	TOTAL	
(Little Buffalo)	-	-	-	-	8	8	-	8.0	8.0	9.0
(Slave Lake)	-	-	-	-	17	17	-	17.0	17.0	21.0*
OILFIELD INDUSTRY TRAINING (Wabasca)	-	-	-	-	18	18	-	18.0	18.0	122.0*
PERSONAL Grooming (Calling Lake)	-	-	-	-	10	10	-	10.0	10.0	21.0*
(Slave Lake)	-	-	-	-	9	9	-	9.0	9.0	21.0*
(Wabasca)	-	-	-	-	7	7	-	7.0	7.0	21.0*
PLUMBING (High Prairie)	-	-	-	-	8	8	-	8.0	8.0	21.0*
(Slave Lake)	-	-	-	-	16	16	-	16.0	16.0	21.0*
PRE TRADES EXPOSURE (Slave Lake)	-	-	-	-	15	15	-	15.0	15.0	117.0*
PRE TRADES PLUMBING (Big Prairie)	6	-	-	6	6	12	6.0	6.0	12.0	77.0
PROFESSIONAL SERVICE STATION ATTENDANT (Slave Lake)	-	-	-	-	13	13	-	13.0	13.0	13.0*
ROAD BUILDING (Gift Lake)	10	-	-	10	1	11	10.0	1.0	11.0	24.0
SECRETARIAL SCIENCES (Slave Lake)	-	-	-	-	23	23	-	17.9	17.9	172.0*
(Swan Hills)	-	-	-	-	18	18	-	12.6	12.6	164.0*
SHEET METAL (Calling Lake)	-	-	-	-	16	16	-	16.0	16.0	21.0*
(Peerless Lake)	-	-	-	-	9	9	-	9.0	9.0	21.0*
(Slave Lake	-	-	-	-	18	18	-	18.0	18.0	21.0*
(Wabasca)	-	-	-	-	8	8	-	8.0	8.0	21.0*
SMALL ENGINE MECHANICS (Canyon Creek)	-	-	-	-	10	10	-	10.0	10.0	28.0*
(High Prairie)	-	-	-	-	12	12	-	12.0	12.0	21.0*
(Peerless Lake	-	-	-	-	24	24	-	24.0	24.0	14.0*
(Slave Lake	-	-	-	-	8	8	-	8.0	8.0	21.0*
(Swan Hills)	-	-	-	-	8	8	-	8.0	8.0	29.0*
(Wabasca)	-	-	-	-	10	10	-	10.0	10.0	25.0*
OPP. Corp. (Wabasca)	-	-	-	-	10	10	-	10.0	10.0	21.0*
TOTAL										

CREDIT COURSES CONTINUED

PROGRAM	F.T.	P.T.	H.S.	ENROLMENT			FULL TIME EQUIV.			ACTUAL PROGRAM DAYS
				SUB TOTAL	TERM.	TOTAL	SUB TOTAL	TERM.	TOTAL	
TRADITIONAL COSTUMES (Atikameg)	-	-	-	-	17	17	-	17.0	17.0	36.0*
UNIVERSITY PREPARATION (Slave Lake)	-	-	8	8	91	99	2.6	63.3	65.9	251.0
WELDING (Calling Lake)	-	-	-	-	6	6	-	6.0	6	18.2*
TOTAL	52	-	8	60	1084	1144	54.6	953.8	1008.4	4723.8

DRIVER TRAINING

LOCATION	COMPLETE	CONTINUING	ACCUM. ENROLLMENT	COMPLETIONS				ACTUAL DAYS
				CLASS 7	CLASS 5	CLASS 2	TOTAL	
Atikameg	X		26	8	10	6	24	52
Big Prairie	X		26	7	15	2	24	52
East Prairie	X		22	6	10		16	44
Slave Lake	X		3			3	3	6
Slave Lake	X		38		10	8	18	76
Smith	X		23		14		14	46
Swan Hills	X		17	7	11	2	20	34
Wabasca	X		21	7	17	2	26	42
TOTAL			176	35	87	23	145	352

CONTINUING EDUCATION

COURSES	LOCATIONS	ENROLLMENT	TERM.	TOT	ACTUAL	COMPLETI
Accounting For Small Business	Kinuso	0	7	7	4.2	*
	Kinuso	0	5	5	4.2	*
	Slave Lake	0	13	13	4.2	*
	Slave Lake	0	5	5	4.2	*
	Swan Hills	0	6	6	4.2	*
Addictions Resource Worker	Slave Lake	0	4	4	8.8	*
Adult & Childrens Dance Workshop	Kinuso	0	10	10	1.1	*
Advanced Sewing	Kinuso	0	8	8	4.8	*
Assertiveness Training	Slave Lake	0	9	9	2.4	*
Automotive (evening)	Faust	0	6	6	4.2	*
	Flatbush	0	12	12	4.2	*
Babysitting	Kinuso	0	14	14	2.4	*
	Slave Lake	0	10	10	2.4	*
	Slave Lake	0	11	11	2.4	*
Basic Hair Care	Slave Lake	0	8	8	1.6	*
	Slave Lake	0	10	10	1.6	*
Basic Literacy	East Prairie	0	6	6	6.4	*
Beginner's Pottery	Peerless Lake	0	32	32	18.6	*
	Peerless lake	0	32	32	9.6	*
B.O.P. - Drilling	Peace River	0	13	13	2.8	*
B.O.P. - Well Service	Peace River	0	20	20	5.6	*
	Slave Lake	0	19	19	5.6	*
	Slave Lake	0	10	10	5.6	*
Brochure Writing	Slave Lake	0	6	6	0.6	*
CPR	Slave Lake	0	5	5	3.5	*
	Slave Lake	0	10	10	3.2	*
	Smith	0	5	5	3.2	*
	Swan Hills	0	10	10	3.2	*
	Swan Hills	0	11	11	3.2	*
	Wabasca	0	15	15	3.2	*
	Wabasca	0	6	6	3.2	*
CPR Heart Saver	Swan Hills	0	4	4	0.8	*
CPR Instructors' Course	Slave Lake	0	2	2	3.9	*
	Slave Lake	0	7	7	3.6	*
Cabaret Dancing	Swan Hills	0	13	13	3	*
Cabinet Making	Big Prairie	0	11	11	15	*
Canoeing I	Slave Lake	0	3	3	3.2	*
Cattail Basketry	Slave Lake	0	4	4	0.8	*
Class One Driver Training (evening)	Slave Lake	0	5	5	4.8	*
Communications With The Deaf	Slave Lake	0	7	7	1.5	*
	Slave Lake	0	7	7	1.5	*
Community Fitness Program	Faust	0	23	23	9.6	*
Computer Processing 10	Swan Hills	0	12	12	5.2	*
	Swan Hills	0	12	12	5.2	*
Crime Prevention Seminar	Slave Lake	0	34	34	0.5	*

CONTINUING EDUCATION

COURSES	LOCATIONS	ENROLLMENT	TERM.	TOT	ACTUAL	COMPLETI
Cross-Cultural Seminar	Slave Lake	0	35	35	3.6	*
Customer Relations Program	Slave Lake	0	16	16	1.2	*
	Slave Lake	0	22	22	0.6	*
Defensive Driving	Flatbush	0	8	8	1.6	*
	Kinuso	0	6	6	1.6	*
	Swan Hills	0	24	24	1.6	*
Drywalling and Taping	Calling Lake	0	10	10	8	*
EDTS: School Law	Slave Lake	0	1	1	5.6	*
Effective Letter and Memo Writing	Slave Lake	0	12	12	1.2	*
Explosive Actuated Tools	Slave Lake	0	19	19	1.2	*
Farm Recordkeeping	Flatbush	0	17	17	3.3	*
Fine Art of Keeping Your Cool	Slave Lake	0	28	28	0.8	*
First Aid	Atikameg	0	11	11	3	*
	Calling Lake	0	4	4	3	*
	Kinuso	0	13	13	3	*
	Sandy Lake	0	12	12	3	*
	Slave Lake	0	11	11	3	*
	Slave Lake	0	7	7	4	*
	Swan Hills	0	12	12	3.2	*
	Swan Hills	0	18	18	3	*
	Swan Hills	0	25	25	3	*
	Swan Hills	0	17	17	3	*
	Wabasca	0	2	2	3	*
Genealogy	Slave Lake	0	4	4	1.6	*
Handling Dangerous Goods	Slave Lake	0	27	27	2	*
Home Bartending	Swan Hills	0	6	6	1.2	*
Horse Hoof Care	Swan Hills	0	7	7	2.8	*
In Search of Excellence	Slave Lake	0	3	3	1	*
Industrial Education	Slave Lake	0	17	17	4.4	*
Intermediate Computer	Slave Lake	0	7	7	6	*
Introduction to Computers	Flatbush	0	16	16	6.6	*
	Slave Lake	0	8	8	6	*
	Slave Lake	0	16	16	6	*
Introductory Sewing	Kinuso	0	7	7	6.6	*
Ladies Know Your Car	Slave Lake	0	6	6	1.4	*
Lady in the Limousine	Kinuso	0	5	5	1.2	*
Landscape Painting	Swan Hills	0	7	7	2.8	*
Library Arts	Slave Lake					
-Subject and Classification		0	2	2	4.4	*
-Introduction to Library		0	7	7	2.4	*
-Children's Materials		0	2	2	4.8	*
Life Skills Coach Training	Slave Lake	0	8	8	1.3	*
Marketing Your Community	Slave Lake	0	17	17	0.6	*
Moosehair Tufting	Swan Hills	0	10	10	3.6	*

COURSES	LOCATIONS	ENROLLMENT	TERM.	TOT	ACTUAL	COMPLETI
Moosehide Tanning	Atikameg	0	10	10	16	*
Novice Golfing	Slave Lake	0	18	18	3	*
Payroll T4-T4A	Kinuso	0	7	7	4.2	*
	Slave Lake	0	5	5	4.2	*
	Slave Lake	0	9	9	4.2	*
Practical Sewing	Faust	0	7	7	7.2	*
Pre-Teen Drama	Slave Lake	0	8	8	2	*
Professional Fundraising	Slave Lake	0	16	16	2.4	*
Professional Mixology Levels I-II	Slave Lake	0	15	15	12	*
Professional Secretary	Slave Lake	0	10	10	2.4	*
	Slave Lake	0	32	32	2.4	*
Professional Waiter/ Waitress	Slave Lake	0	14	14	6	*
Propane Certification Training Course	Slave Lake	0	25	25	1.4	*
Recreational Computing	Slave Lake	0	7	7	3.6	*
	Slave Lake	0	10	10	6	*
	Slave Lake	0	11	11	6.6	*
	Slave Lake	0	7	7	6	*
	Slave Lake	0	10	10	6	*
Rescue Emergency Service	Slave Lake	0	13	13	2.4	*
Sign Language Reinforcement	Slave Lake	0	5	5	2.4	*
Small Engine Mechanics (evening)	Slave Lake	0	8	8	4.8	*
	Swan Hills	0	9	9	5	*
Tax Reporting	Slave Lake	0	6	6	2.4	*
Transportation of Dangerous Goods	Slave Lake	0	21	21	0.8	*
Welding	Slave Lake	0	6	6	11.2	*
Wild Edibles	Slave Lake	0	9	9	0.8	*
Windsurfing	Slave Lake	0	6	6	2.8	*
	Slave Lake	0	8	8	2.8	*
	Slave Lake	0	8	8	2.8	*
Working With The Public	Slave Lake	0	11	11	2.4	*
Wreath Making	Wabasca	0	20	20	2	*
Yoga	Faust	0	8	8	9.6	*
	TOTAL		1353	1353	472	

Appendix U

In this appendix can be found a summary of recommendations by the CVC Visiting Committee. Also included is a summary of action which was taken during the year folowing the evaluation. The follow-up summary was completed in 1980.

CVC INSTITUTIONAL EVALUATION FOLLOW-UP
VISITING COMMITTEE RECOMMENDATIONS

PAGE	SECTION	NO#	RECOMMENDATIONS	STATUS*	ACTION TAKEN
2	Purpose	1	Adopt a purpose, goal and objective statement.	2	Capability resources go into mobilized services rather than building. Are: Grass Roots Sensitive Input; A mobile institute; Oriented to practical education. Losers not excluded from services.
3	Purpose	2	Work with AVC Grouard to implement shared resource procedures.	2/4	Differing basis of operating philosophy and practice (i.e. CVC Program - grass roots; AVC - organizationally). Sharing of resources is happening now when mutually practicable.
5	Admin.	1(1)	Develop an organizational chart that indicates reporting relationships from community level to Department level.	1/2	A working chart is in place - further definition of it awaits a satisfactory solution to item 1.
5	Admin.	1(2)	Review office staff responsibilities and work loads. Note variety of service responsibilities of CVC's.	1/2	A working chart is in place - as in 1(1) further definition awaits a solution it item 1.
5	Admin.	1(3)	Reclassify Stockkeeper II position.	1/3	An audit was undertaken by PAO and a negative result was obtained due to what we considered a poor audit. Further action will be taken when time limits permit.
6	Admin.	2	Assess part-time positions. Move toward providing full time employment including several functions (support services to community education management and instructional activities included).	4	Awaits the final mandating of the program. Unemployment is not zero in communities hence locals prefer two people holding part-time jobs to one person holding a full time job.
6	Admin.	3	Until general reviews (previous recommendations) have been done and evaluated, no additional positions be added to the civil service complement.	1	After mandating further study is required.

STATUS* 1. Action already taken. 2. Action underway. 3. Further study required. 4. No action planned.

CVC INSTITUTIONAL EVALUATION FOLLOW-UP
VISITING COMMITTEE RECOMMENDATIONS

PAGE	SECTION	NO#	RECOMMENDATIONS	STATUS*	ACTION TAKEN
8	Admin.	4(1)	In consultation develop a long range professional development plan for Education Technicians (i.e. for moving to administation, teacher, and special course instructor positions).	3	Long range program has always been in place - further education and training. Their projects are dealt with individually with full support and encouragement. Mini professional development activities occur on an inservice and orientation basis.
8	Admin.	4(2)	Accept present role of Education Technicians for those not wishing to change and work out a professional development schedule relevant to present responsibilities.	4	This appears to assume the CVC Program has paraprofessional positions to maintain. It does not have any. All these positions are instructional ones.
8	Admin.	5	Develop staff development schedules for project and part-time instructors; evaluate their work; make profile statements for recruitment purposes; make orientation and training schedules.	4	Parts of this recommendation are not clear. i.e. develop development schedules for 8 week employees? Profile them? Evaluate, yes. Profile, no.
9	Admin.	6	When centres are closed, utilize this time for professional development (pedogogical instruction and techniques).	4	The source information behind this recommendation is inaccurate: centres are spread out and they close at different times of the year. Logistics of subsistence make this awkward for staff with families. Trimester System appears to be addressing the problem positively.
9	Admin.	7	Indicate steps to resolve obstacles in hiring married teachers and in staff recruitment.	3	Clearing up mandate is necessary before further action can occur. Obstacles are; one teacher operations - lack of accommodation for married instructors - isolation leading to few if any services - poor grade school facilities, etc.
10	Admin.	8	Establish permanent teaching positions for graduates of native teacher-education programs. Provide professional development opportunities for them.	4	See items 1 & 3 which have to be cleared up before action can be taken here.

STATUS* 1. Action already taken. 2. Action underway. 3. Further study required. 4. No action planned.

CVC INSTITUTIONAL EVALUATION FOLLOW-UP
VISITING COMMITTEE RECOMMENDATIONS

PAGE	SECTION	NO#	RECOMMENDATIONS	STATUS*	ACTION TAKEN
12	Admin.	9	Maintain present CVC Program budget (plus inflationary factor) to facilitate program flexibility.	1	The flexibility can be maintained. Possibly extra funding would be required if communities extend course requests.
14	Admin.	10	Submit an annual report to the Assistant Deputy Minister, Field Services and make it available to others on request.	1	This is done through several types which are copied to the Assistant Deputy Minister. Altogether these are comprehensive. Minister's Annual Report, AVT Support, Planning Secretariat, Finance Operations.
15	Admin.	11(1)	Bring CVC building problems to owners for renovations and adjust rent to permit for such payment.	1	Peavine - Atikameg. The rest of the CVC's are government owned. Local labour is exmployed where renovations are needed.
15	Admin.	11(2)	Avoid establishing permanent government-owned buildings for CVC instructional purposes.	4	This has never been a CVC practice.
15	Admin.	11(3)	Obtain mobile, reinforced, self-contained classrooms equipped with living quarters, materials, and program equipment.	1	Tentivans (mobile classrooms) Continued need; short courses; pre-apprenticeship courses; distance education.
15	Admin.	11(4)	Develop skill instructional containers (i.e. welding, carpentry) to be centrally located (i.e. Slave Lake or Grouard) available for field use.	1/2	More action will follow as time permit. Some kits are in use.
15	Admin.	11(5)	Centralize skill courses. Equipment and programs for these courses (11(4) should be in Grouard and Lac La Biche for CVC graduates. (this would not conflict with first level courses)	3	Some should be centralized and some decentralized depending on the nature of training equipment required. Tentivan proposal should be pursued. Basic skill courses may still have a place in the home communities.
16	Admin.	12(1)	Kits for special courses should be organized (i.e. Biology, Physics, Chemistry) for demonstration and experimentation in CVC's. They should be located in Slave Lake, Grouard and Lac La Biche.	3	More action will follow as time permits. Standardization of courses in which lab kits are to be used should come first, i.e. standardize course objectives.

STATUS* 1. Action already taken. 2. Action underway. 3. Further study required. 4. No action planned.

CVC INSTITUTIONAL EVALUATION FOLLOW-UP
VISITING COMMITTEE RECOMMENDATIONS

PAGE	SECTION	NO#	RECOMMENDATIONS	STATUS*	ACTION TAKEN
16	Admin.	12(2)	Have an agency review arrangements for repair of CVC equipment to determine if a more appropriate system could be introduced (i.e. repair depot at Grouard).		This (removal of repair depot) will lead to greater cost and less efficiency. Effectively, repairs are in Edmonton. Local expertise in staff members, i.e. MSW II, AVA Technician (travelling repairmen)
17	Admin.	13(1)	Allocate no more stoage space for warehousing but have funds provided to utilize space efficiently.	2	The recruitment of a Stockkeeper I will alleviate this position. Mezzanine floor and/or large, heavy duty stacking shelves would also help to alleviate the problem.
17	Admin.	13(2)	Establish an inventory control system for all levels of operation.		
18	Admin.	14(1)	Build protective containers to transport materials and supplies. Evaluate the mode with a view to instituting it.	1	More action will follow as time permits. The current use of cardboard boxes allows for temporary storage at the destination where space is at a premium.
18	Admin.	14(2)	Equip off-highway vehicles with front bush protectors, mobile phones, and other safety equipment that has been proven necessary.	2	Mobile phones and basic safety equipment have been installed in most vehicles.
18	Admin.	14(3)	Department approach AGT about extending phones to CVC's in the service area.	1	All communities are covered.
18	Admin.	14(4)	Consider aircraft usage. Compare costs with land transportation. a) utilize scheduled flights b) lease aircraft and pilot c) lease aircraft to Centre staff who are licensed.	2	Aircraft use is still the fastest and cheapest unless chartered. Chartered aircraft work best where large groups of people need to be transported (i.e. EMC's) or if one is going and than coming back without spending time in the community. An aircraft leased to CVC staff would be most feasible and cheapest in terms of dollars and time.
18	Admin.	15(1)	Provide appropriate duplicating equipment. Take steps to exchange program materials.		This is being done as capital requisitions are Exchange program materials is under review.

STATUS* 1. Action already taken. 2. Action underway. 3. Further study required. 4. No action planned.

CVC INSTITUTIONAL EVALUATION FOLLOW-UP
VISITING COMMITTEE RECOMMENDATIONS

PAGE	SECTION	NO#	RECOMMENDATIONS	STATUS*	ACTION TAKEN
18	Admin.	15(2)	Establish a common Grouard-Slave Lake resource library to ensure sharing of materials and for evaluating materials.	4	Specialization or respective institutions will lead away from this. See item 1. Not relevant or practical due to geography and immediacy of service requirements.
19	Admin. Housing	16(1)	Ask Alberta Housing to review its policy regarding equal rents for units with different levels of service.	4	Should be done at Miniterial level.
19	Admin. Housing	16(2)	CVC take no further steps at acquiring CVC owned housing units until disposition of trailers is resolved. Provide adequate on-site services to provincial codes.	3	Provinicial codes prohibit adequate on-site service for mobile housing. Possibly the trailer situation needs to be reveiwed with the idea to re-establish small mobile housing units since the need still exists.
19	Admin. Housing	16(3)	Housing trailers remain departmental property so they can be relocated according to program schedules.	4	Redundant. Everything belongs to the Department. Requests from other institutions have always been considered.
22	Admin. EMC	17(1)	Retain EMC's. Review role of EMC to delineate responsibilities in relation to government regulations and program objectives.	2	Done on an ongoing basis through EMC general meetings, EMC local meetings, and community meetings.
22	Admin. EMC	17(2)	Review guidelines for determining whether a management committee or an advisory committee would be most appropriate for a community.	3	Differences have been discussed with committees. Status has been by choice. No further policy changes have been made to date.
22	Admin. EMC	17(3)	Review selection procedures for EMC membership selection. Acquire persons most likely to participate actively.	3	The functions have included developmental components. The suggestion appears to recommend bypassing the democratic processes. It is still being studied.
22	Admin. EMC	17(4)	Pay honoraria only if a quorum is present to those members only who are present. (This is in addition to need for minutes).	3	Agreed, policy to be made.

STATUS* 1. Action already taken. 2. Action underway. 3. Further study required. 4. No action planned.

CVC INSTITUTIONAL EVALUATION FOLLOW-UP
VISITING COMMITTEE RECOMMENDATIONS

PAGE	SECTION	NO#	RECOMMENDATIONS	STATUS*	ACTION TAKEN
23	Admin. EMC	17(5)	Arrange a means of financing a twice-annual conference or workshop. (i.e. for idea exchange, information on roles, activities, courses, budgetting, etc.).	3	Hurdles posed by bureaucratic blockages being worked on. The need for the conferences is understood and has always been promoted.
23	Admin. EMC	17(6)	Provide more consultative support to EMC's. Supply such information as course outlines, costs, and administrative details.	2	
23	Admin. EMC	17(7)	Provide a coordinating system for programs of various departments and agencies. Perhpps other agencies should be represented on the EMC's.	3	Where other agencies become resident in and are part of the community, representation usually occurs on the EMC through the democratic processes. Since EMC's are not legal municipal entities, coordination is attempted but has not been instituted.
24	Admin. Advisory Comm.	18	Apply all recommendations for EMC's (#17) to Advisory Committees.	3	It is still under study.
25	Admin. Communications	19(1)	Draft and distribute policy and procedure manuals to users.	1	This has been done by provision of a handbook.
15	Admin. Communications	19(2)	Staff make more frequent and longer visits to CVC's.	1/2	Field staff make regular, frequent and longer visits to CVC's. This is now scheduled. Visits included vocational, career, and educational counselling, educational consultations, supply distribution, etc.
25	Admin. Communications	19(3)	Prepare and distribute a monthly newsletter, (i.e. include courses, staffing, visitation schedules, announcements, etc.).	2	Started - needs improvement - present staff overloaded. The provision of a reference library would assist greatly.

STATUS* 1. Action already taken. 2. Action underway. 3. Further study required. 4. No action planned.

CVC INSTITUTIONAL EVALUATION FOLLOW-UP
VISITING COMMITTEE RECOMMENDATIONS

PAGE	SECTION	NO#	RECOMMENDATIONS	STATUS*	ACTION TAKEN
25	Admin. Communications	19(4)	Prepare orientation programs for new staff, EMC's and Advisory Committees.	1/2	Valid suggestion. More has to be done here. A policy and information handbook has been prepared and copies issued to all staff.
26	Student Services	20(1a)	Emphasize vocational counselling. Be "dynamic" (rather than reactive). Maintain more contact with committees.	2	Visits are scheduled and there is more emphasis on vocational and career counselling.
26	Student Services	20(1b)	Review staff turnover and in-service training concerns relative to vocational counselling.	1	Has been handled by instructional services.
26	Student Services	20(2)	Create a comprehensive delivery system to maximize frequency and level of service.	1/2	Automotive Operator I and Stockkeeper I positions are being created. Increased and scheduled field staff visitations to CVC's. Travel schedules and internal communications arrangements are monitored to maximize level of service.
26	Student Services	20(3)	Arrange more visits by other agencies regarding jobs and job requirements.	2	Through counselling and life skills.
26	Student Services	20(4)	Consider building a mobile career centre to serve many areas in the region.	1/2	A Career Van was acquired in September 1979. It was insulated in October 1979. Fitting it out is in progress.
27	Student Services	21(1)	Work with communities and committees to identify needs for particular programs.	2	
27	Student Services	21(2)	Committees should establish needs for a variety of short term programs.	2	
28	Student Registrar	22(1)	Provide counselling prior to a person's entry in a program.	1/2	This has already been implemented.
28	Student Registration	22(2)	Continue counselling support during the program.	2	Need to become more efficient. Educational counselling by academic filed supervisors. Career counselling by counsellor of Career Centre.

STATUS* 1. Action already taken. 2. Action underway. 3. Further study required. 4. No action planned.

CVC INSTITUTIONAL EVALUATION FOLLOW-UP
VISITING COMMITTEE RECOMMENDATIONS

PAGE	SECTION	NO#	RECOMMENDATIONS	STATUS*	ACTION TAKEN
28	Student Services	22(3)	EMC's (with Slave Lake office) establish guidelines and instructions for selection of appropriate candidates.		
28	Student Services	22(4)	EMC's continue the central role in final selection of candidates (after intake counselling and sponsor identification).		
28	Student Services	22(5)	Institute a procedure to allow candidates to appeal exclusion from programs.		
28	Student Services	23(1)	Provide exit counselling with referral to other suitable agencies.	2	
29	Student Services	23(2)	Do a study (community) to determine what has happened to former students in relation to CVC goals.	1	This has been done and findings passed to Field Services and C.E.I.C.
32	Programs	24(1)	Establish and control accreditation standards throughout the CVC's (and Alberta). Have a grade 12 equivalency standard throughout the province.	2	
32	Programs	24(2)	Programs should be more centralized. "10-12" programs in proximity should not be duplicated.	4	Irrelevant. The degreee of centralization is an incidental question. The extent of commitment of the student should remain the main concern. Variety is happening through the annual sequence of programs.
33	Programs	24(3)	Establish (provincially) a central library of adult-oriented print materials and a catalogue of AV materials. Materials should be screened for quality.	4/2	Irrelevant. We can only participate in this - we cannot inititate it. A catalogue of AV material has been produced and screened for quality.
33	Programs	24(4)	Have more contact with Grouard programs for mutual benefit.	2	Must have more contact with all institutions with programs to offer Screening Committee.

STATUS* 1. Action already taken. 2. Action underway. 3. Further study required. 4. No action planned.

CVC INSTITUTIONAL EVALUATION FOLLOW-UP
VISITING COMMITTEE RECOMMENDATIONS

PAGE	SECTION	NO#	RECOMMENDATIONS	STATUS*	ACTION TAKEN
33	Programs	24(5)	Investigate mobile daycare units manned by para-professional personnel. Government commitment would be needed to revise regulations of approved a training program could be run.	4	Contingent upon changes in Daycare regulations.
33	Programs	24(6)	More skill-training short course are needed. Slave Lake must have opportunity and capability to research realistic courses.	3	
34	Programs	24(7)	Ascertain need for more 0-4 courses. (Why are committees not requesting programs if there is a pool of semi-literate adults?)	3	Programs are delivered where communities indicate need. Priorities are currently in other areas.
34	Programs	24(8)	Students should write the apprenticeship entrance examination as soon as possible after completing the 5-9 program.	4/2	Action was taken but we had a negative experience. It is not what the Apprenticeship Branch supports. We have resumed discussions with the Apprenticeship Branch and headwya is being made.

STATUS* 1. Action already taken. 2. Action underway. 3. Further study required. 4. No action planned.

Appendix V

In this appendix can be found a summary of training activities which were anticipated by the Alberta Human Resources Development Authority in 1971 for the Lesser Slave Lake Area.

APPENDIX

SUMMARY OF ANTICIPATED TRAINING ACTIVITIES IN THE LESSER SLAVE LAKE DEVELOPMENT AREA

Alberta Vocational Centre (AVC) Grouard

This centre will be developed to provide Academic Upgrading and Occupational Training Programs. Occupational Training will be developed specifically to assist local residents in taking advantage of local employment opportunities, resulting from Industrial Incentive Programs in the area.

Community Vocational Centres

Mobile, basic literacy programs, staffed by native instructors, will be developed to enable residents of isolated areas to learn basic English and Mathematics skills. These Centres will also assist in motivating residents to take further training in AVC Grouard or similar programs.

Emergency Training

The Division of Vocational Education may be required to run specific isolated programs to train local residents to skill levels acceptable to employers.

Referral Programs

The Division of Vocational Education will be expected to continue its referral programs.

1. Under the Vocational Training Regulations, clients not qualifying for Canada Manpower Assistance, may

be assisted by the Province to take training either inside or outside the designated area.

2. Disabled persons seeking training will be assisted under the Vocational Rehabilitation of Disabled Persons Training Agreement.

Coordinator's Office

The Division of Vocational Education will develop in Slave Lake a Vocational Training Office where clients can seek vocational counselling. This office will also be used as the Administrative Centre for the Isolated Area Programs.

- from Human Resources Development Authority,
March 1, 1971.

Appendix W

In this appendix can be found copies of decision records by the Liaison Committee for the Lesser Slave Lake Special Development Area. The Liaison Committee included both federal and provincial representatives. The samples included in this appendix refer to the adult education component of the Agreement.

Record of Decision
Liaison Committee
Lesser Slave Lake Special Development Area

Decision No. 3 **Meeting Held:** April 6, 1972 **Project No.** III-3
Upgrading and Training

Authority: Second Special Area Agreement Between Canada and the Province of Alberta, dated the 1st day of Sept. 1971
Section: Schedule "B"

Decision Taken: "That the Liaison Committee approve the maximum claimable expenditure of $100,000 for the Upgrading and Training program for the 1971-72 fiscal year".

Approved	Mr. N. Gilliat	**Dissenting**	
	Mr. J. Bigam		
	Mr. H. Topham		
	Mr. R. Adam		
		Absent	Mr. G. Armstrong
			Mr. A. Stubbs

Remarks: The $100,000 is the maximum D.R.E.E. funding for 1971-72 as outlined in Schedule "B".

If the recommendation of the Liaison Committee for combining the funding of the Outreach and General Guidance program and Upgrading and Training program is not approved then the above decision will take effect.

Certified a true copy this 11th day of April 1972.

Alberta Co-Chairman

Canada Co-Chairman H. Topham

Secretary

Distribution

Record of Decision
Liaison Committee
Lesser Slave Lake Special Development Area

Decision No. 5 Meeting Held: June 23, 1972 Project No. III-3
Upgrading and Training

Authority: Second Special Area Agreement Between Canada and the Province of Alberta, dated the 1st day of Sept. 1971
Section: Schedule "B"

Decision Taken:

"That the Liaison Committee approve the continuation of the Native Driver Training Activity for the period from April 1, 1972 to March 31, 1973, with costs not to exceed $25,000".

Approved	Mr. H. Topham	Dissenting	
	Mr. A. Stubbs		
	Mr. R. Adam		
	Mr. N. Gilliat		
	Mr. J. Bigam		

ABSENT: Mr. G. Armstrong

Remarks:

Certified a true copy this 20th day of July, 1972.

Alberta Co-Chairman

Secretary

Canada Co-Chairman H. Topham

Distribution

Record of Decision
Liaison Committee
Lesser Slave Lake Special Development Area

Decision No. 6 **Meeting Held:** Dec.13, 1972 **Project No.** III-3
Upgrading and Training

Authority: Second Special Area Agreement Between Canada and the Province of Alberta, dated the 1st day of Sept. 1971
Section: Schedule "B"

Decision Taken:

"That the Liaison Committee approve the expenditure of $600,000, with the DREE contribution not to exceed $300,000, for the Upgrading and Training program for the period extending from April 1, 1971 through to March 31, 1975".

Approved	Mr. N. Gilliat	**Dissenting**	
	Mr. J. Bigam		
	Mr. A. Stubbs		
	Mr. R. Adam		
		Absent	Mr. G. Armstrong
			Mr. H. Topham

Remarks: All ongoing activities and new activities will be subjected to continued monitoring by the Liaison Committee to ensure that they fall within the terms of reference as outlined in the program definition.

The DREE contribution represents 50% of the total program cost.

Certified a true copy this 20th day of December 1972.

Alberta Co-Chairman ______

Canada Co-Chairman ______

______
Secretary

Distribution

Record of Decision
Liaison Committee
Lesser Slave Lake Special Development Area

Project No. 58503 - Upgrading and Training

Decison No. 8 Meeting No. 55 Date: August 30, 1973

Authority: Amendment (10th day of April 1973) to the Canada/Alberta Second Special Area Agreement dated the 1st day of September 1971.
Section: Schedule "B"

Decision Taken:
"That the Liaison Committee authorize the expenditure of $142,800.00 for the continuation of ongoing activities under the "Upgrading and Training Program".

Approved:	Dissenting:
Mr. H. L. Topham	
Mr. D. Sonmor	
Mr. G. Bidniak	
Mr. R. T. Adam	

Remarks:
The above decision will provide funding for this program for a total authorized amount to date of $270,000.00 (i.e. up to the end of the 40% funding).

Certified a true copy this 6th day of September, 1973.

Alberta Co-Chairman

Canada Co-Chairman H Topham

Secretary

Appendix X

In this appendix can be found a summary of programs funded through the DREE Agreement for the Lesser Slave Lake Special Area. The information was extracted from the 1972-73 annual report of the Office of Program Coordination.

Appendix X

PROGRAMS IN THE LESSER SLAVE LAKE SPECIAL AREA FUNDED THROUGH THE HUMAN RESOURCES DEVELOPMENT AUTHORITY UNDER THE DREE AGREEMENT

(Extracted from the 1972-73 annual report of the Lesser Slave Lake Special Area by the Office of Program Coordination, Slave Lake, 1973)

A. Social Adjustment

1. Office of Program Coordination
    - a. Research - High Prairie Health Centre
    - b. Manpower mobility - native counsellors
    - c. Native handicraft consulting and assistance
    - d. Native field worker to assist community associations in isolated communities
    - e. Native Counselling Services for alcohol education
    - f. Travel fund for community groups travelling outside the community to meetings
    - g. Task force on economic development
    - h. Metis Regional Council - operating and research
    - i. Opportunity Corps - intensive individual and family counselling linked with occupational work projects e.g. carpentry, masonry, heavy equipment operation and maintenance, brush clearing with related skills and landscaping with related skills

- j. Alberta Vocational Centre at Grouard
- k. Community Vocational Centres
- l. District home economist
- m. Family visitor - counselling for new families moving to Slave Lake for work from isolated communities
- n. Small business management assistance
- o. Culture, youth, and recreation - staffing and activities (e.g. arts, crafts, recreation boards, facility plans)

B. Economic Development

- 1. Industrial incentives
    - a. Eight woods-related industries
    - b. One fishing-related industry
    - c. One motor hotel
- 2. Infrastructure
    - a. Surface drainage - High Prairie
    - b. Sewage facilities - High Prairie and Slave Lake
    - c. Water treatment plant - High Prairie and Slave Lake
    - d. Airport access road - Slave Lake
    - e. Railroad spur extension - Mitsue Industrial Park
    - f. Road improvement - Slave Lake to Fort Vermilion
    - g. Management plan - Slave Lake
    - h. Airport development - Slave Lake
    - i. Access roads - Peerless Lake to Graham(Trout) Lake; Sandy Lake to Desmarais

3. Lands and Forests

   a. Studies and research - poplar cull, land capability range improvement, forest inventory, recreation area development for Peerless Lake and God's Lake

   b. Provincial park - Slave Lake

Appendix Y

In this appendix can be found copies of a description of the CVC Program as well as the present and future role of the CVC Program copied by a northern Albertan in Cree syllabics in 1976.

(1)

COMMUNITY VOCATIONAL CENTRE

Slave Lake ᐁᓴᑯ ᐅᒪ ᐃᔑᑭᑫᐃᐧᑲᒥᐠ ᐢᑌᐤ ᑌᐠ

21 ᑭᐢᑭᓇᐧᐊᐦᒪᑐᐃᐧᑲᒥᑲᐧ ᐸᒥᓇᒪᐧᐠ ᑫᐁᐧᑎᓯᐠ
ᐊᕒᐸᕒᑕ = ᐊᑎᐟ, ᐊᕒᐊᐧᐠ ᓂᓴᓇᓇᐧᐤ
ᒥᑕᑕᑐᒥᑕᓇᐧ ᒥᐢᑎᐠ ᐊᔭᐊᐧ ᐢᑌᐤ ᑌᐠ ᐅᒥ =
ᐊᐢᑲᐤ ᓇᒧᔭ ᐅᑕᐸᓇᐢᑲᐧ ᑫ ᐊᐸᒋᐁᐦᐊᐧᐠ
ᑯᑭ ᑲ ᐸᒥᓇᑲᐧᐤ ᑭᐢᑭᓇᐧᐊᐦᒪᑐᐃᐧᑲᒥᑲᐧ =
ᐱᒥᐊᐦᑲᐤ ᐊᐢᑲᐤ ᐊᐸᒋᑕᐊᐧᐠ ᐁᐧᓴ ᐅᓴᐨ ᐯᑲᐤ
ᐅᑕᐸᓇᐢᐠ ᐅᒋ ᐁᑲᐧ ᑲᐧᓴᐢᐠ ᐁ ᑲᑫᐧ
ᑐᑕᑲᐧᐤ ᐅᑕᑐᐢᑫᐃᐧᓯᐃᐧᐤ ᔭᑯ ᒥᓯᐁᐧ ᑕ
ᑲᑫᐧ ᐃᑐᑌᑕᐧᐤ ᐃᑌ ᑲ ᐊᔭᔮᑲᐧᐤ ᑭᐢᑭᓇᐧᐊᐦᒪᑐᑲᒥᑲᐧ =
ᒪᒪᐃᐧ 729 ᐃᑕᓯᐊᐧᐠ ᐅ ᑭᐢᑭᓇ ᐊᒪᑯᓯᐊᐧᐠ
ᐸᐯᑐᐢ ᑫᑲᐧ+ ᐁ ᑭᐢᑭᓇᐧᐊᐦᒪᑕᐧᐤ = ᐊᑎᐟ,
ᑭᐢᐱᑫᐃᐧᐤ = ᐊᑯᑲᓯᑫᐃᐧᐤ = ᐱᒥᓇᐊᐧᓯᐃᐧᐤ =
ᒥᐢᐱᑯᓇᐯᐃᐧᐃᐧᐤ = ᐊᑭᒋᑫᐃᐧᐤ = ᐊᑲᔭᓴᒧᐃᐧᐤ =
ᐊᔭᒥᒋᑫᐃᐧᐤ = ᒪᓯᓇᐃᑫᐃᐧᐤ = ᓯᑲᐧ- ᔭᑯ ᑫᑲᐧ+
ᑲ ᓀᑌ ᑭᐢᑫᔨᑕᐠ ᐊᐃᐧᔭᐠ ᑭᐢᑭᓇᐧᐊᐦᒧᐃᐧᐤ =
ᔭᑯ ᑕᐢᒪ ᐊᑐᐢᑫᐃᐧᐤ ᑲ ᓀᑌ ᑲᐢᑭᑕᐟ ᐊᐃᐧᔭᐠ
ᐁᑯᓯ ᐃᓯ ᑭᐢᑭᓇᐧᐊᐦᒧᐃᐧᐤ = ᓴᓴ+ ᒥᒐ, ᐁ
ᒥᔦᐧᓯᓂᔨᐠ ᐊᑐᐢᑫᐃᐧᐤ ᐊᔭᐃᐧᐠ ᑲᑫ
ᑭᐢᑭᓇᐧᐊᐦᒪᑯᓯᑕᐧᐤ ᐃᔓᓯᐊᐧᐠ = ᐊᑎᐟ, ᑲ
ᑫᓯᑕᑕᐧᐤ ᑭᐢᑭᓇᐊᐦᒪᑯᓯᐃᐧᐤ ᐅᐱᑯ
ᐃᐱᒋᐊᐧᐠ ᐃᑌ ᐁ ᒥᓴᐧᓯᓂᔨᐠ, ᐊᑐᐢᑫᐃᐧᐤ
ᐁ ᒥᐢᑲᑲᐧᐤ = ᐊᑎᐟ, ᒐᓇ ᑐᑕᐢᑫᐊᐧᐠ ᒥᐢᑲᒪᐧᐠ
ᐊᑐᐢᑫᐃᐧᐤ = ᐊᑎᐟ, ᑫᓴᐱ- ᐊᑲᒥ ᑮᐢᑭᓇᐧᐊᐦᒪᑯᓯᐊᐧᐠ
ᐊᑎᐟ, ᐸᒥᒋᑫᐃᐧᐤ ᑭᐢᑭᓇᐧᐊᐦᒪᐊᐧᐊᐧᐠ ᐁᑲᐧ ᑲ
ᐅᔭᐯᑲᒧᑕᑕᐧᐤ ᐊᓴᐢᑯᑌᓂᑲᓇ = ᒥᐢᑕᐃ
ᐊᐸᒋᐃᑲᐧᐠ ᓴᓴ+ ᑭᐢᑭᓇᐧᐊᐦᒪᑐᐃᐧᐤ ᐃᔗᓯᐊᐧᐠ
ᐊᑐᐢᑫᐃᐧᓂᐠ ᐃᓯ = ᐁᔭᑯ ᐅᒋ ᒥᑐᓂ
ᓂᑕᐁᐧᔾᒪᐊᐧᐠ ᑕ ᐊᑲᒥ ᑭᐢᑭᓇᐧᐊᐦᒪᑯᓯᑕᐧᐤ =
ᐅᓴᐨ ᒥᒐᑕᐧᐤ ᐁᑲ ᐁᑫ ᒥᐢᑲᐠ ᐊᑐᐢᑫᐃᐧ
ᐊᐃᐧᔭ ᐁᑲ ᐁ ᐊᔭᒥᒋᑫ, ᐅᒋ ᐊᔫ ᐁᑲ
ᐁ ᒪᓯᓇᐃᑫ, = ᐁᔭᑯ ᐅᒋ ᑲ ᐊᑲᒥ
ᑭᐢᑭᓇᐧᐊᐦᒪᑕᐧᐤ ᐁᑲ ᑕ ᐊᔦᒥᐅᑕᐧᐤ ᐊᑐᐢᑫᐃᐧᐤ
ᑕᒥᐢᑲᑲᐧᐤ = ᐃᑕᐊᐧᐠ ᒐᓇ ᐅ ᐯᑭᐢᑫᐧᐢᑕᒪᑫᐊᐧᐠ
ᐁ ᐸᐸᒨᑌᑕᐧᐤ ᒥᓯᐁᐧ ᐃᑌ ᑲ ᐊᔭᔮᑲᐧᐤ
ᑭᐢᑭᓇᐧᐊᐦᒪᑐᐃᐧᑲᒥᑲᐧ

(2)

ᐁᐸᐸᒥᐨ ᐁᐧᑕᒧᐊᐧᑕᐧᐤ ᐃᐳᓄᐃᐧ ᑫᑲᐧᐩ ᑲ ᓄᑌ ᑭᐢᑭᐳᑕᒥᔪᐟ = ᐊᑲᔭᓯᒧᐊᐧᐠ ᐁᑲᐧ ᒣᓇ ᓀᐃᐧᔭᐁᐧᐊᐧᐠ = ᐅᐢᑲᐨ ᑲ ᒪᒦᐸᐳᑲᐧᐤ ᐅᐃᐦ ᑭᐢᑭᓇᐧᐊᐦᒪᑐᐃᐧᑲᒥᑲᐧᐦ ᑫᐦᑌᐊᔭᐠ ᐅᒋ 1971 ᓯᒪᐠ ᐅᒋ ᑫᐦ ᒥᔪᐸᔪᐃᐧᐣ ᐁᐧᔭ ᐸᐯᑐᐢ ᑫᑲᐧᐩ ᐁ ᑭᐢᑭᓇᐧᐊᐦᒪᑫᐠ = ᑕᓂᐃᐦ ᑫᑲᐧᔭᐦ ᑕᑫ ᐊᐸᒋᐃᐦᑯᑕᐧᐤ ᐃᐳᓄᐊᐧᐠ ᓯᑲᐧᐨ ᑫ ᑭᐢᑭᓇᐧᐊᐦᒧᐊᐧᐃᐧᐠ ᓯᒪᐠ ᐅᒋ = ᑯᑕᐠ ᒣᓇ ᑭᐢᑭᓇᐧᐊᐦᒪᑐᐃᐧᐣ ᒣᑲᐧᐨ ᐊᑐᐢᑲᑕᒪᐧᐠ CIVICS ᐃᓯᐩᐦᑲᑌᐤ ᐁᔭᑯ ᓇᒧᔭ ᓂ ᑭᐢᑫᐳᑌᐣ ᑕᑐᓯ ᐁ ᐃᐦᓯᐳᑲᑌᐠ ᐁ ᓀᐃᐦᔭᐁᐧᐦᐠ = ᐁᔭᑯ ᐅᒪ ᑭᐢᑭᓇᐧᐊᐦᒪᑫᐃᐧᐣ ᑕ ᐊᐸᑕᐠ ᑲᑫᔭᐤ ᑭᐢᑭᓇᐧᐊᐦᒪᑐᐃᐧᑲᒥᑲᐧᐦ 1976 ᑕᑲᐧᑭᑭ = ᐁᑲᐧ ᒣᓇ ᐅᒪ ᑲ ᐊᑐᐢᑲᑕᑲᐧᐤ ᐃᐳᓄᐊᐧᐠ ᐊᐢᑭᐩ ᑕ ᒣᐳᑕᐧᐤ = ᐁᔭᑯ ᒣᓇ ᐁᐧᐦ ᑭᐢᑭᓇᐧᐊᐦᒧᐊᐧᐃᐧᐠ ᑕᑐᓯ ᑕᑫ ᐃᐦᓯ ᐊᑐᐢᑲᑕᑲᐧᐤ = ᑫᑲᐧᐩ ᒣᓇ ᐅᒋ ᒥᔪᐸᔪᐤ ᐅᒪ ᑭᐢᑭᓇᐧᐊᐦᒪᑫᐃᐧᐣ = ᓯᐢᑲᐧᐨ ᐃᐳᑯᐠ ᑲ ᑭᐢᑫᐳᑕᐠ ᐊᐃᔭᐠ ᒪᓯᓇᐃᐦᑲᐣ ᐁᑯᑕ ᒪᒋᑕᐤ = ᐁᑲᐧ ᒣᓇ ᑲ ᐁᐦ ᐅᑕᒥᔪᐟ, ᑫᑲᐧᐩ ᐊᐃᐧᔭᐠ ᐊᐦᐳ ᑲᐁᐦ ᓂᑕᐃᐧ ᓄᒋᒋᑫᐟ, ᐊᐳ ᑲᐁᐦ ᓂᑕᐃᐧ ᐊᑐᐢᑫᐟ, ᐱᑕ ᑕᑫ ᐳᔨᐤ ᓄᒥ ᐁᑲᐧ ᑲᐃᐧ ᑕᑫ ᒪᒋ ᑭᐢᑭᓇᐧᐊᐦᒪᑯᓯᐤ ᐁᐧ ᒪᒋᑕᒋ ᑲᐃᐧ = ᐁᔭᐠ ᑭᐢᑭᓇᐧᐊᐦᒪᑐᐃᑲᒥᐠ ᓇᒧᔭ ᐁ ᐅᒋ ᓇᑫᑕᐧᐤ ᐅᑭᐢᑭᓇᐧᐊᐦᒪᑯᓯᐊᐧᐠ ᓂᔭᓇᓄ ᒥᑕᓇᐤ ᐯᓯᐨ = ᐁᑯᓯ ᐁ ᐃᓯᒋᑫᑕᐧᐤ ᐅᒍᑲᓇᐳᐊᐧᐠ ᓯᑲᐧᐨ ᐊᐃᐧᔭ ᐁᐧ ᑭᐢᑭᓇᐧᐊᐦᒪᑯᓯᒋ ᐊᑕ ᑲᐯᐨᓂᐱᐣ ᓇᒧᔭ ᑲᑕᐨ ᑕ ᔭᔨᐟ = ᑫᑲᐧᐩ ᐁᒋ ᑲ ᐊᑲᒥ ᑭᐢᑭᓇᐧᐊᐦᒪᑕᐧᐤ ᐃᐳᓄᐊᐧᐠ = ᓇᓇᑐᐠ ᐊᑐᐢᑫᐃᐧᓇ ᐃᐁᐧ ᒪᒋᐸᔨᑲᐧᐤ ᑫᐁᐧᑎᓄᐠ ᐃᓯ ᐁᑲᐧ ᐁᑲ ᑕ ᐊᐳᒥᐦᐅᐦᑕᐧᐤ ᐊᑐᐢᑫᐃᐧᐣ ᑕ ᒥᐢᑲᑲᐧᐤ ᑫᐢᐱᐣ ᑭᐢᑭᓇᐧᐊᐦᒪᑯᓯᑕᐧᐃᐧ = ᐊᓯᑦ ᒥᒣᑕᐧᐤ ᐁᑲ ᐁᑫ ᒥᐢᑲᐠ ᐊᐳᓯᐳᓄᐤ ᐊᑐᐢᑫᐃᐧᐣ ᐁᑲ ᑲ ᐊᑲᔭᓯᒧᐟ, ᐊᐳ ᐁᑲ ᑲ ᐊᔭᒥᒋᑫᐟ,

(1)

PRESENT AND FUTURE ROLE OF CVC PROGRAM

ᒐᑐᔓ ᑲᑫ ᐃᐢᐸᔨᐠ ᐁᑳᐦ ᑕᑐᔓ ᑲᐁᐦ ᐃᐢᐸᔨᐠ
ᑭᐢᑭᓇ·ᐃᐦᒪᑫᐃ·ᐟ ᐅᑌ ᑐᑲᐟ

ᑭᐢᑭᓇ·ᐃᐦᒪᑐᐃ·ᑲᒥᑲᐦ ᑫᑌᐊᔭᐠ ᐅᒋ ᐃᑕ ᑯᐦᐱᓂᑕ·ᐤ
ᐅᑭᐢᑭᓇ·ᐃᐦᒪᑯᓯᐊ·ᐠ ᐅᑐᑲᓇᐳᐊ·ᐠ ᑲᓇᐊ·ᓯᓂᐦᑕ·ᐤ
ᐅᐦᑕᐢᑫᐊ·ᐠ ᐅᒋ ᑕ ᑐᓯᑲᒪᑫᑕ·ᐤ

ᒣᑲ·ᐨ ᐅᒪ ᐁ ᐃᐢᐸᔨᐠ ᒪ ᐊ·ᔭᑯᓂᑐᐊ·ᐠ ᒪᔭᓀᐠ
ᐅᒋ ᐅᑐᑲᑐᐢᑕᒪᑫᐊ·ᐠ ᐁ ᑲᑫ· ᒥᔭᐸᐳᑕᑕ·ᐤ
ᑭᐢᑭᓇ·ᐃᐦᒪᑫᐃ·ᐟ ᑕᑐᔓ ᐁ ᐃᔓ ᓂᑕᐁᔨᐦᑕᒥᔨᐠ
ᐊᔨᓯᔨᓂᐊ· ᒥᓯᐁ·ᑌ ᐅᒋ

ᐅᐦᐃ ᑲᑐᐢᑲᑕᑲ·ᐤ ᒣᑲ·ᐨ

1) ᐅᑐᑲᑐᐢᑕᒪᑫᐊ·ᐠ ᑕ ᑭᐢᑭᓇᐦ·ᐃᐦᑕ·ᐤ ᑕᑐᔓ ᑕᑫᐦ
ᐃᔓ ᐸᒥᓇᒪᓯ ᑕ·ᐤ ᐃᔦᐦᒋᑫᐃ·ᓇᐦ

2) ᐊᔦᒥᒋᑫᐃ·ᐟ 0-12 ᐃᐢᑯ .

3) ᑕ ᐊ·ᐁ·ᐃᐦᐃᐦᑕ·ᐤ ᐃᔨᓄᐊ·ᐠ ᐊᑐᐢᑫᐃ·ᓇᐦ ᐁᒋ

4) ᐸᐦᐯᑐᐢ ᑫᑲ·+ ᐊᑐᐢᑫᐃ·ᓇᐦ ᑕ ᑭᐢᑭᓀᐦ·ᐃᐦᒪᑕ·ᐤ

5) ᑲᑫ·ᒋᑫᒍᐃ·ᑲᒥᑲᐦ

1) ᐅᑐᑲᑐᐊ·ᐠ ᑭᐢᑭᓇᐦ·ᐃᐦᒪᑐᐃ·ᑲᒥᑯᐠ ᐅᒋ
ᑫᐦ ᓀᐊ·ᓯᓇᐊ·ᐠ ᒪ+ᐁ·ᐨ ᒪᒋᐸᐳᑲ·ᐤ
ᑭᐢᑭᓇᐦ·ᐃᐦᒪᑐᐃ·ᑲᒥᑲᐦ ᐅᑭᒪᓇᐦᐠ ᐊᑭᓯᐊ·ᐠ ᐅᐦᑭ
ᐅᐦᑐᑲᐟᐊᔨᐊ·ᐠ ᐁ·ᔦ ᐁᐦᑫᐦ ᓀᐊ·ᓯᓂᐦᑯᑕ·ᐤ
ᐅᑕᐳᔭᐳᑐᒍᐊ·ᐊ·ᐦ ᐅᑭᒪᓇᐠ ᐅᒋ ᑫᐦᐸᑭᐱᓀᐤ
ᓱᓂᔦᐤ ᑕ ᑎᐊᐊᐦᒪᑕ·ᐤ ᐃᔨᓄᐊ·ᐠ ᒪᒪᐊ·ᐱᑕ·ᐃ·
ᑕ ᑎᐸᐊᐦᒪᑕ·ᐤ ᐁᑳᐦ ᐅᐱᒍᑌᐃ·ᓄᐊ·ᐤ ᐅᒋ ᑕ
ᑎᐸᐊᐦᒪᑕ·ᐤ ᓀᑐᑕᐤ ᓂᑕᐃ· ᒪᒪᐊ·ᐱᑕ·ᐃ·

— (2)

ᐅᑕᑐᐢᑫᐃᐧᓄᐊᐧᐤ ᐅᓄᑲᓇᐳᐋᐧᐠ

ᑕ ᐅᔭᐢᑕᑕᐧᐤ ᑭᐢᑭᓈᐧᐊᐦᒪᑫᐃᐧᐣ
ᑕ ᓄᓯᑲᒪᑫᑖᐧᐤ ᐅᑭᒪᓈᐠ ᐃᓯ ᐁᑳᐦ
ᑭᐢᑭᓇᐊᐦᒪᑐᐃᐧᓂᐠ ᐊᐢᒋ ᑕ ᐅᔭᓯᐊᐧᑕᑲᐧᐤ
ᑕᐣᓯ ᑕ ᐃᓯ ᑭᐢᑭᓈᐧᐊᐦᒪᑫᐃᐧᐦ,
ᐁᑳᐦ ᑕᓇᐊᐧᓯᓇᑕᐧᐤ ᐅᑭᐢᑭᓈᐧᐊᐦᒪᑯᓯᐊᐦ ᐊᐦᐳ
ᑕᐸᑭᑎᓇᑕᐧᐤ ᑕ ᓇᑲᑌᔓᐦᑕᑲᐧᐤ ᑭᐢᑭᓈᐧᐊᐦᒪᑐᐃᐧᑲᒥᐠ
ᐁᑳᐦ ᑕ ᐊᑐᐢᑫᒨᑕᐧᐤ ᑫᑳᐧ+ ᑕᓇᓇᐸᒋᑕᐃᐧᐦ
ᑭᐢᑭᓈᐧᐊᐦᒪᑐᐃᐧᑲᒥᑯᐠ, ᑕ ᓇᐃᐧᒋᓇᑕᐧᐤ
ᐊᐃᐧᔦᐦ ᑕ ᐊᑐᐢᑫᐳ, ᑭᐢᑭᓈᐧᐊᐦᒪᑐᐃᐧᑲᒥᑯᐠ

ᐁᑳᐦ ᐊᐢᒋᐦ ᑕ ᐅᔭᐢᑕᑕᐧᐤ ᑕᐣᓯ ᑕᑫᐦ ᐃᓯ
ᐱᒥᐸᔫᑕᐠ ᑭᐢᑭᓈᐧᐊᐦᒪᑫᐃᐧᐣ ᐊᐢᐯᐦᑕᐤ ᑕᑫᐦ
ᒪᒪᐊᐧᐱᑕᐧᐤ ᑕ ᐅᔭᐢᑕᑕᐧᐤ ᑕᐣᓯ ᐁᐦ
ᐃᑌᔓᐦᑕᑲᐧᐤ ᑕᑫᐦ ᐃᓯ ᒥᔦᐸᔫᔫᐠ ᑭᐢᑭᓈᐧᐊᐦᒪᑫᐃᐧᐣ
ᐃᐧᔭᐊᐧᐤ ᐅᒋ ᐁᑳᐦ ᐅᐦᑕᐢᑫᐊᐧᐤ ᓴᓴ+ ᑫ ᒪᒥᐢᑯᑕᒪᐧᐠ
ᐅᐦᐃᐦ ᑕᑫᐦ ᑭᐢᑭᓈᐧᐊᐦᒪᐦᑕᐧᐤ

a) ᑕᐣᓯ ᐁᐦ ᐃᑕᐢᑌᐠ ᐅᔭᓯᐁᐧᐃᐧᐣ ᑕ
ᑭᐢᑭᓈᐧᐊᐦᒪᐦᑕᐧᐤ

B) ᑕᐣᓯ ᐁᐦᐃᓯ ᐸᒥᓂᑲᑌᑲᐧᐤ ᐸᐦᐯᑐᐢ ᐃᔨ
ᐅᑭᒪᓇᐠ ᐃᔦᐦᒋᑫᐃᐧᑲᒥᑲᐦ
ᑕᐱᐢᑯ ᑭᐢᑭᓈᐧᐊᐦᒪᑫᐃᐧᐣ ᐃᐢᑯᑌᐃᐧᑭᒪᓇᐠ
ᐊᓴᐦᑐᐃᐧᐣ ᐁᑳᐦ ᓄᐃᐦᔦᐃᐧ ᑎᐸᐦᐊᐦᒪᑐᐃᐧᐣ

c) ᑕᐣᓯ ᑕ ᐃᓯ ᐱᒥᐸᔫᐦᑕᑕᐧᐤ ᐃᔦᒋᑫᐃᐧᓇᐦ
ᑕᐱᐢᑯ- ᐅᑭᒪᓇᐠ ᑲ ᐃᓯ ᐱᒥᐸᔫᐦᑕᐠ
d) ᒪᓯᓇᐃᑲᓂᐦᐠ ᑕ ᐊᐢᑕᑕᐧᐤ ᐯᑭᐢᑫᐧᐃᐧᐣ ᐁᑳᐦ
ᑕ ᐯᑭᐢᑫᐢᑕᒪᓯᑕᐧᐤ ᒪᒪᐊᐧᐳᐃᐧᓂᐦᐠ

ᐃᔦᑯᓂ ᐅᐦᐃᐦ ᑲᑫᐦ ᐃᓯ ᓂᑕᐁᐧᐳᑕᑲᐧᐤ
ᐅᓄᑲᓇᐳᐊᐧᐠ ᒥᓯᐁᐧ ᐃᑌ ᐅᐦᒋ ᐁᑳᐦ ᒣᓇ
ᑫᐦ ᓂᑕᐁᐧᐳᐦᑕᒪᐧᐠ ᑕ ᐁᐧᒋ ᐊᑐᐢᑫᒥᑯᑕᐧᐤ ᐅᑭᒪᓇᐠ
ᑲ ᐸᒥᓇᒥᐳ, ᑕ ᐅᔭᐢᑕᑕᐧᐤ ᑕᓂᓯ ᑕᑫᐦ ᐃᓯ
ᒥᔦᐸᔫᐳᐠ ᑭᐢᑭᓈᐦ ᐊᐦᒪᑫᐃᐧᐣ ᐸᐯᑐᐢ
ᑫᑲᐧᔦᐦ ᑲ ᑭᐢᑭᓈᐧᐊᐦᒪᑫᐦᐠ

L

2) ᑭᐢᑭᓇᐦᐧᐊᐦᒪᑫᐏᐣ 0–9
ᐁᔭᑯ ᐅᒪ ᑭᐢᑭᓇᐦᐧᐊᐦᒪᑫᐏᐣ ᒣᑲᐧ- ᓂᑯᑘᔪ,
ᑕᑕᐧᓴ, ᑭᐢᑭᓇᐦᐧᐊᐦᒪᑲᓂᐏᐤ ᑲᓇᑕ ᒪᐣ ᐸᐏᐤ
ᐅᑎᓀᐘ, 88 ᑕ ᐸᒥᓇᑘᐤ ᒪᑲ ᒪᒪᐏ 140
ᐃᐦᑕᑯᐘ, ᐁ ᑭᐢᑭᓇᐦᐧᐊᐦᒪᑯᓯᑘᐤ 0–9
ᒣᑲᐧ- ᒥᐦᒉ, ᐊᑐᐢᑲᐃᐦᐘ, ᐁᑯᑕ ᐅ ᑭᐢᑭᓇᐦᐧᐊᐦᒪᑫᐘ,
ᐍᓴ ᐅᓭᒐ ᒥᐦᒉ, ᐁᑲ ᐁ ᑫᔨᐦᑕᑘᐤ 0–9 ᑭᐢᑭᓇᐦᐧᐊᒪᑯᓯᐏᐣ
ᐊᑎᐦ, ᐅ ᑭᐢᑭᓇᐦᐧᐊᐦᒪᑫᐘ, ᑫᐦ ᒪᔨᓇᐃᐦᑫᐊᐦᐘ, ᒥᑕᑕ,
ᐯᔭᐠ ᐁᑯᑕ ᑕ ᐊᑐᐢᑫᑘᐤ ᑕ ᐅᓴᐢᑕᑘᐤ
ᒪᔨᓈᐦᐃᐦᑲᓈᐦ ᑭᐢᑭᓇᐦᐧᐊᐦᒪᑫᐏᐣ ᐅᒋ ᐁᑯᑕ ᑲ
ᐊᑐᐢᑫ, H. Burkholder ᐁ ᑲᑵ ᐅᓴᐢᑕᑘᐤ ᑕᐣᔨ
ᑕ ᐃᔨ ᒥᓯᐸᐳ, ᑭᐢᑭᓇᐦᐧᐊᐦᒪᑫᐏᐣ ᒪᓴᓇ, ᐅᒋ
ᑫᑲᐧᐩ ᐁ ᒪᒪᐘᐢᑕᑘᐤ ᑕ ᑭᐢᑭᓇᐦᐧᐊᐦᒪᑫᐃᐦ,

3) ᑕᐦᑐ ᑫᑲᐧᐩ ᑕᑫᐦ ᐊᐸᒋᐃᐦᑯᐳ,- ᐃᐳᓱᐃᐦ· ᐁ
ᐍᐦ ᑭᐢᑭᓇᐦᐧᐊᐦᒧᐘᑘᐤ

---

4) ᑕᑫᐦ ᑭᐢᑭᓇᐦᐧᐊᐦᒧᐘᐘ, ᐅᑕᐢᑫᐃᐦ, ᐊᐳᔨᐳᓱᐘ,
ᐸᐦᐯᑐᐢ ᑫᑲᓴᐦ ᑕ ᐅᓴᐦᑕᑘᐤ ᑫᑲᐧᐩ ᐯᒍᓴᐦ, ᑕ
ᐊᐸᑕᓂᐳ, ᐊᐳ ᐅᑕᐸᓇᐢᑳᐦ ᑕ ᓇᓇᐸᒋᐦᐊᐦᑘᐤ
ᒪᑲ ᐁᑲᑐᐊᐦ ᑲ ᑭᐢᑭᓇᐦᐧᐊᐦᒪᑘᐤ ᓇᒧᓴ ᑎᐸᐊᐦᒧᐘᐘ,
ᐍᓴ ᐁᑲ ᑲᐯᑫᔨ, ᐁ ᑭᐢᑭᓇᐦᐧᐊᐦᒪᑫᐦ, ᐁᑳᑐᐃᐦ,

5) ᐊᑎ, ᑭᐢᒋᓇᐦᐧᐊᐦᒪᑐᐏᑲᒥᑳᐦ ᑲᑵᒋᐦᑫᒧᐏᑲᒥᑳᐦ ᐃᑕᓚᑕᓈᐦ·
D.R.E.E ᐅᒋ ᐁ ᑎᐸᐃᐦᑲᑌᑲᐧᐤ, ᐊᐃᓴ, ᑲ ᓄᐦᑌ ᑭᐢᑫᔨᐳᑕ,
ᑫᑲᐧᐩ ᐃᑌ ᑕᑫᐦ ᒥᐢᑲᐦ, ᐊᑐᐢᑫᐏᐣ ᐊᐦᐳ ᑯᑕ,
ᑫᑲᐧᐩ ᑕ ᓄᐦᑌ ᑲᑵᒋᐦᑫᒧ, ᒣᑲᐧ- ᑭᐢᑭᓇᐦᐧᐊᐦᒪᑐᐏᑲᒥᑯᐦ,
ᑕ ᑲᑵᒋᐦᑫᒧ, ᑕᐦᑭ ᓂᑐᒪᐘ, ᒣᓇ ᐅᑭᒪᓈᐦ, ᐅᒋ
ᐅᑕᑐᐢᑫᐘ, ᑕᐯ ᑭᐢᑫᐳᐦᑕᒧᓈᐦᑘᐤ ᐊᐳᔨᐳᓱᐚᐦ ᑕᐣᔨ
ᐁ ᐃᔨ ᐸᒥᓇᒧᐦ, ᐃᓴᐦᒋᑫᐏᓈᐦ ᐅᑭᒪᓈᐦ,

VITA

NAME: Harvey John Burkholder

PLACE OF BIRTH: Alberta, Canada

YEAR OF BIRTH: 1937

POST-SECONDARY EDUCATION:

University of Alberta Calgary, Alberta	1956-57	Jr. E. Teaching Certificate
University of Alberta Edmonton, Alberta	1959-62	Bachelor of Education (Professional Cert.)
University of Alberta Edmonton, Alberta	1968-69	Bachelor of Science
University of Alberta Edmonton, Alberta	1981-82	Master of Education (Ind. & Voc. Ed.)

RELATED WORK EXPERIENCE:

County of Newell, Rainier	1957-59	Teacher: Junior High School
Edmonton Public School Board	1962-63	Teacher: Elementary
Northland School Division, Calling Lake	1963-68 1969-72	Principal-Teacher: Elementary, Junior, some Senior High
Alberta Advanced Education, CVC's, Slave Lake	1972-73	Instructor: Senior High upgrading
Alberta Advanced Education, CVC's	1973-75	Supervisor: Program Development
Alberta Advanced Education, CVC's	1975-81 1982-83	Supervisor of Instruction
Alberta Advanced Education, CVC's	1983-84	Vice President; Acting President
Alberta Advanced Education, CVC's	1984-	Vice President, Planning and Program Services